

# JUNIOR ENGLISH IN ACTION

BOOK TWO

CURRICULUM

TRESSLER  
AND  
SHELMADINE

REVISED EDITION


EX LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS



**LIBRARY**  
OF THE  
**SUMMIT SCHOOL**







Digitized by the Internet Archive  
in 2018 with funding from  
University of Alberta Libraries



THE BOYHOOD OF RALEIGH

By Millais

# Junior English in Action

*Book Two*

Revised Edition

BY

J. C. TRESSLER

*Head of the Department of English  
Richmond Hill High School, New York City*

AND

MARGUERITE B. SHELMADINE

*Vice-Principal and Supervisor of English  
Jefferson Junior-Senior High School, Rochester, New York*

CARTOONS BY A. B. SAVRANN



D. C. HEATH AND COMPANY

BOSTON

NEW YORK

CHICAGO

ATLANTA

SAN FRANCISCO

DALLAS

LONDON

Copyright, 1937, By  
D. C. HEATH AND COMPANY

---

No part of the material covered by\* this  
copyright may be reproduced in any form  
without written permission of the publisher.

3 L 6

PRINTED IN THE UNITED STATES OF AMERICA

LIBRARY OF THE UNIVERSITY  
OF ALBERTA

## PREFACE

### Purpose

The purpose of Books One, Two, and Three of *Junior English in Action* is to help boys and girls to find in play, in work, at home, and at school things they want to say, and to enable them to express their ideas easily, naturally, correctly, effectively. We have tried to make English an active, dynamic subject and to stimulate, entice, and help young people to live on paper and in speech.

Not by accident is *In Action* a part of the title. True to its name, *English in Action* provides (1) a maximum of examples and activities and a minimum of theory and rules; (2) training in using dynamic English in the ordinary relationships of school, home, and community and in integrating the active life and the intellectual activities of pupils; and (3) preparation for meeting intelligently and effectively the language situations of later life.

A major objective in preparing this new edition of *Junior English in Action* was to translate into classroom activities the suggestions and specifications of *An Experience Curriculum in English*. A real problem for any teacher is to dispel the pupil's notion that his own experiences are without value and to develop an ability to see in everyday incidents stories in which others will be interested. Frequently some situation in the school or in the classroom itself offers the finest opportunity for practice in both speaking and writing. Such a situation not only provides practice but shows the pupil the value of his own experiences and increases his power of observation, imagination, and reflection.

### Individual Differences

Book Two, which is intended for the second year of the junior high school or for the eighth year of the elementary school, provides abundant material for the normal pupils of the grade. Slow pupils in a class may omit exercises or the more difficult sentences at the end of exercises; slow classes may omit one or more units or sections — may, for example, postpone the section called “Building Complex Sentences” until the ninth or tenth year.

### Conversation

Because conversation is more natural than writing, the starting point in teaching English is conversing. The conversation unit, the first one in each book of the series, makes the pupils speech conscious, helps them to form desirable language habits, and prepares for other types of speaking and for writing. All the *In Action* books train pupils to think clearly, act courteously and sensibly, and speak correctly and effectively in social situations.

### Explanation, Example, Activity

The explanations in *Junior English in Action* are simple and informal and are commonly based on the illustrations. In the presentation of a topic in expression there are regularly three steps: (1) brief explanation, motivation, advice, guidance, assistance; (2) the discussion of an example, preferably from a pupil's composition; (3) practice based on such a large number and wide variety of suggestions that every pupil will find at least one topic of interest to him. A usual procedure in explaining a grammatical point is to ask a question about three or four sentences; to help the pupil to answer the question; to derive a simple rule, definition, or generalization; to add a model to show the pupil just how to go to work; and then to give him an abundance of practice.



## Platform

Twelve planks in the platform on which *Junior English in Action* is built are:

1. Explanation without illustration and practice is valueless. Paragraphs of abstractions terrify but do not enlighten pupils. Learning is an aspect of doing. Pupils apply ideas, rules, and principles only if given abundant practice in application. To teach spelling rules, for example, is a waste of time unless the teacher provides a great deal of practice in applying the rules to the spelling of troublesome words.

2. Good speech and writing habits are more to be desired — and harder to secure — than a knowledge of correct forms.

3. Practice is of little value unless or until a person sees a need for it. By practicing swinging a golf club, a boy acquires skill only if he desires to learn to play golf and has clearly in mind what he is to learn. Because in many schools motivation is half the English problem, a textbook should show the practical value of the work to be done; base the speaking and writing on boys' and girls' interests; provide for study picturesque, lively, informing sentences, paragraphs, and reports; and prepare for projects which motivate drill and give practice in applying in normal communication what is learned during the drill period.

4. Because the average person talks approximately one hundred times as much as he writes, a high percentage of the composition work in school should be oral.

5. As an example or model, a good piece of pupil writing is ordinarily more stimulating than a literary masterpiece, since it sets a standard which the pupil can hope to reach and provides a measuring stick which he can use. A teacher should not "hold up a picture of the Colosseum and say, 'Go make a woodshed like it.'" The models in this textbook are, with few exceptions, the speaking and writing of junior high school boys and girls.

6. The aims in grammar teaching are to help pupils (1) to write and speak correct sentences, (2) to construct varied, effective sentences, (3) to punctuate correctly, and (4) to extract thought from the printed page. Grammar has been reduced to the lowest terms compatible with learning to speak, write, and read.

7. The best way to study grammar is by applying it. Pupils learn grammar rapidly and thoroughly when they use it in building varied sentences. In Book Two the grammar studied is applied immediately in the building of correct, varied, effective sentences and punctuating sentences. Preliminary practice in recognizing grammatical elements is introduced only when it is necessary to prevent floundering in the application of grammar to the building of correct, effective sentences.

8. The criteria for the selection of drill material and the determination of how much emphasis should be placed on each point selected are the frequency of use and the frequency, persistency, and social seriousness of error. Only errors to which society attaches a penalty are included.

9. An English textbook should furnish training in the language activities ordinarily carried on in school and also in well-selected activities paralleling present and future out-of-school experiences. Book Two places major emphasis on the types of speech and writing most frequently used — for example, conversing, listening, discussing, reading, summarizing, explaining, directing, telling stories, sharing experiences, expressing opinions, giving reasons, making reports, and writing social and business letters. These activities stimulate pupils to search in various fields for suitable subject matter and thus get pupils into the habit of correlating English with the social studies, general science, the industrial arts, and other subjects.

10. Creative expression — that is, translating experience into words in order to share what is too good to keep to oneself — is a vital and valuable part of an English program.

11. A maintenance program is essential in effective English instruction. Not only do pupils need review to prevent forgetting and to relearn what has been forgotten, but also with maturation they are ready for the application of a principle — for example, the agreement of a pronoun with its antecedent — to more difficult examples.

12. The best way to help pupils to learn what they need to know about grammar, spelling, punctuation, capitalization, and the effective sentence is to “test, teach, test, teach, test, teach to the point of mastery.” Half-knowledge is of little value.

### Tests

Because testing is an essential part of teaching, the text contains many varied diagnostic and mastery tests so constructed that either the teacher or the pupils can score them quickly and accurately. To provide an opportunity for retesting we have included two equally difficult forms of a test. In his own way each teacher will use these tests to discover initial ability, to stimulate progress, and to measure achievement.

### Progress Graph

Inside the back cover is a model for a progress graph. The teacher may have every pupil, using this as a guide, draw a progress graph and enter on it his per cent in each test. Pupils enjoy worth-while work when they know that they are mastering their problems. The progress chart should be both a record and a stimulus.

### Language Activities and Handbook

Believing that no two teachers will wish to present the work in exactly the same order, we have divided the book into two sections, “Speaking and Writing Activities” and “The Sentence and the Word.” Part II, the Handbook, provides drill on the fundamental language skills for those

who need it and is a reference book on correct usage for young speakers and writers. This arrangement and a full index and table of contents make it easy for the teacher to find the drill exercise which the class most needs at the hour and to use it as a preparation for the speaking and writing. The arrangement also enables a pupil at work on a project to find help in building correct, clear, forceful sentences.

### Acknowledgments

To Miss Maude E. Mitchell, teacher of English in Jefferson Junior-Senior High School, Rochester, New York, sincere appreciation is expressed for constant assistance and helpful suggestions and for careful testing of exercises in the classroom. Miss Evelyn Sprado, Richmond Hill High School, New York City, made valuable contributions. Grateful acknowledgment for their co-operation is made to Mrs. Carl Seibold of the English Department and Mrs. A. K. Donaldson of the Social Studies Department of Jefferson Junior-Senior High School, and to Miss Julia Sauer, head of the Children's Department of the Rochester Public Library.

J. C. TRESSLER

MARGUERITE B. SHELMADINE

# CONTENTS

UNIT		PAGE
	PREFACE . . . . .	iii
	PART I—SPEAKING AND WRITING ACTIVITIES	
1.	CONVERSING AND LISTENING . . . . .	3
	The Art of Conversing . . . . .	3
	Voice . . . . .	5
	Speaking Distinctly . . . . .	7
	Overworked Words . . . . .	10
	Grammatical Errors . . . . .	10
	Listening . . . . .	10
	Courtesy . . . . .	12
	Audience . . . . .	14
	Alertness . . . . .	14
	Conversing with Strangers . . . . .	15
	Introductions . . . . .	15
	Sales Talks . . . . .	16
	Personal Applications . . . . .	17
2.	TELLING STORIES . . . . .	21
	How to Be Entertaining . . . . .	21
	Conversation in Stories . . . . .	23
	Retelling Stories . . . . .	25
	Selecting Stories to Retell . . . . .	26
	Arranging Programs . . . . .	31
	Telling Longer Stories . . . . .	33
	Writing True Stories . . . . .	34
	Making Up Stories . . . . .	38
3.	CLASS CLUB ACTIVITIES . . . . .	45
	Making a Constitution . . . . .	48
	Presiding at Meetings . . . . .	51
	Keeping Minutes of Meetings . . . . .	51
	Group Discussion . . . . .	52
	Programs . . . . .	56
	Introducing, Presenting . . . . .	58

UNIT	PAGE
4. EXPLAINING AND DIRECTING . . . . .	60
Why Learn to Explain? . . . . .	60
Asking for Directions and Giving Them Clearly . . .	62
Outlining . . . . .	66
Listening . . . . .	74
Building Paragraphs . . . . .	74
How to Do Something . . . . .	74
How to Make or Build Something . . . . .	76
Explaining by Demonstration . . . . .	78
How to Play Games . . . . .	81
Giving a Definition . . . . .	84
Explanation and Illustration of Proverbs . . . . .	86
5. WRITING SOCIAL LETTERS . . . . .	89
Kinds of Letters . . . . .	89
Parts of a Social Letter . . . . .	92
Heading, Salutation . . . . .	93
Complimentary Close, Signature . . . . .	94
Envelope Address . . . . .	95
Body . . . . .	97
The Make-up of a Letter . . . . .	98
Informal Letter of News . . . . .	99
Informal Notes . . . . .	100
Invitation and Reply . . . . .	101
Thanks . . . . .	103
Sympathy and Congratulation . . . . .	104
School Notes . . . . .	105
Distant Friends . . . . .	107
6. READING AND SUMMARIZING . . . . .	111
Why Learn to Read? . . . . .	111
Reading the Newspaper . . . . .	112
Answering Questions . . . . .	113
Questioning the Author's Ideas . . . . .	117
Discovering the Author's Purpose . . . . .	118
Drawing Conclusions . . . . .	119
Summarizing . . . . .	122
7. EXPRESSING OPINIONS AND GIVING REASONS . . .	127
Expressing Opinions . . . . .	127
Giving Reasons . . . . .	129
Persuading . . . . .	131



UNIT	PAGE
Convincing . . . . .	134
Being Courteous . . . . .	135
Debating . . . . .	136
8. MAKING REPORTS AND SHARING EXPERIENCES . . . . .	138
Making Reports . . . . .	138
Posture . . . . .	139
Voice . . . . .	139
Enunciation and Pronunciation . . . . .	140
Class Criticism . . . . .	141
Finding Interesting Topics . . . . .	143
Observing . . . . .	145
Emphasizing Important Details . . . . .	146
Sharing Experiences . . . . .	148
Recommending Books . . . . .	149
Book Reports . . . . .	150
Motion Pictures . . . . .	156
Interviews and Conferences . . . . .	157
Reporting the News . . . . .	159
9. WRITING BUSINESS LETTERS . . . . .	162
Why Learn to Write Business Letters? . . . . .	162
Parts of a Business Letter . . . . .	163
Heading . . . . .	165
Inside Address . . . . .	166
Salutation . . . . .	167
Body . . . . .	168
Complimentary Close . . . . .	168
Signature . . . . .	169
Paper and Folding . . . . .	170
Envelope . . . . .	170
Answering Advertisements . . . . .	173
Application for a Position . . . . .	174
School Business . . . . .	179
10. MAKING OTHERS SEE . . . . .	181
Pictures . . . . .	181
Descriptive Words . . . . .	184
Observing . . . . .	187
Training the Senses . . . . .	188
Choosing Details . . . . .	190
Picturing Vividly . . . . .	192

UNIT	PAGE
11. USING THE LIBRARY. . . . .	197
The Card Catalog . . . . .	197
Book Notes . . . . .	199
Using Reference Books . . . . .	200
Junior Encyclopedias . . . . .	200
Abridged Dictionary . . . . .	202
Biographical Dictionaries . . . . .	206
World Almanac . . . . .	207
12. FILLING OUT PRINTED FORMS . . . . .	208
Forms Used in Business . . . . .	208
Telegrams . . . . .	208
Money Orders . . . . .	210
Checks and Deposit Slips . . . . .	210
Receipts . . . . .	212
Filling in Questionnaires . . . . .	213
Record Cards . . . . .	214
Application for a Library Card . . . . .	215
Application for a Position . . . . .	216

## PART II—THE SENTENCE AND THE WORD

1. SUBJECT, PREDICATE, PARTS OF SPEECH. . . . .	221
Subject and Predicate . . . . .	221
Simple Subject . . . . .	223
Complete Subject . . . . .	225
Complete Predicate . . . . .	226
Simple Sentence Having Compound Subject or Predicate . . . . .	229
The Parts of Speech . . . . .	231
The Same Word as Different Parts of Speech . . . . .	242
2. USING THE POSSESSIVE OF NOUNS . . . . .	246
Possessive Singular . . . . .	246
Possessive Plural . . . . .	249
3. CORRECT PRONOUNS. . . . .	252
Personal Pronouns . . . . .	252
Case . . . . .	253
The Personal Pronouns Grouped . . . . .	257
Correct Case . . . . .	258
Agreement with Antecedent . . . . .	260

UNIT	PAGE
4. CORRECT VERBS . . . . .	265
Tense . . . . .	265
Conjugation . . . . .	271
Principal Parts . . . . .	272
<i>Sit, Set, Lie, Lay</i> . . . . .	278
<i>Shall</i> in Questions . . . . .	281
<i>May, Can</i> . . . . .	281
Agreement of Verb and Subject . . . . .	284
Transitive and Intransitive . . . . .	294
Predicate Nominative . . . . .	298
Active and Passive Voice . . . . .	301
Changing from Passive to Active . . . . .	303
5. CORRECT ADJECTIVES, ADVERBS, PREPOSITIONS, AND CONJUNCTIONS . . . . .	305
Comparison of Adjectives . . . . .	305
Use of Comparative and Superlative . . . . .	306
Confusion of Adjective and Adverb . . . . .	308
Prepositions . . . . .	311
<i>Different from</i> . . . . .	313
Conjunctions . . . . .	314
<i>As, Like</i> . . . . .	314
<i>Because</i> . . . . .	315
6. EXPRESSING AN IDEA CLEARLY, CONCISELY, AND COMPLETELY . . . . .	318
Useless Words . . . . .	318
Double Subject . . . . .	318
Useless Preposition . . . . .	318
Omission . . . . .	321
Misplaced Modifiers . . . . .	322
7. CAPITALIZATION . . . . .	325
8. PUNCTUATION . . . . .	331
Period . . . . .	332
Comma . . . . .	332
Compound Sentences . . . . .	335
Quotations . . . . .	336
Titles . . . . .	338
Apostrophe . . . . .	338
Exclamation Point . . . . .	339

UNIT	PAGE
Question Mark . . . . .	340
Writing from Dictation . . . . .	341
<b>9. BUILDING COMPLEX SENTENCES . . . . .</b>	<b>347</b>
Adjective Clause . . . . .	347
What an Adjective Clause Is . . . . .	347
Relative Pronoun . . . . .	348
Expanding Words or Phrases into Clauses . . . . .	350
Reducing a Clause to a Word or a Phrase . . . . .	351
Changing a Short Sentence to an Adjective Clause . . . . .	352
Correct Relative Pronoun . . . . .	354
Adverb Clause . . . . .	357
What an Adverb Clause Is . . . . .	357
Punctuation . . . . .	360
Changing a Principal Clause to an Adverb Clause . . . . .	361
Noun Clause . . . . .	363
What a Noun Clause Is . . . . .	363
Four Uses of Noun Clauses . . . . .	363
<b>10. SENTENCE SENSE . . . . .</b>	<b>365</b>
Sentence Fragment . . . . .	369
Comma Sentence . . . . .	373
<b>11. BETTER SENTENCES . . . . .</b>	<b>382</b>
Variety . . . . .	382
Something Other than Adjectives before the Subject . . . . .	384
Complex Sentence . . . . .	387
Reducing a Clause to a Phrase or a Word . . . . .	391
Compound Predicate . . . . .	392
Appositive . . . . .	393
Direct Quotation . . . . .	395
<b>12. USING THE RIGHT WORD . . . . .</b>	<b>398</b>
Choice of Words . . . . .	398
Interpreting Abbreviations . . . . .	401
Wordbuilding . . . . .	403
Derivatives . . . . .	404
Prefixes . . . . .	404
Stems . . . . .	405
Suffixes . . . . .	407
Synonyms . . . . .	409
Antonyms . . . . .	411

UNIT	PAGE
Homonyms . . . . .	412
Overworked Words . . . . .	413
Specific Words . . . . .	414
Words Often Misused or Confused . . . . .	415
13. SPELLING . . . . .	421
Notebook . . . . .	421
How to Learn to Spell a Word . . . . .	422
How the Words Were Selected . . . . .	423
Ten Hardest Words . . . . .	423
Fifteen Hard Words . . . . .	423
Four Groups . . . . .	424
Possessives . . . . .	425
Final <i>e</i> . . . . .	426
Doubling Final Consonants . . . . .	429
New York State Spelling List for the Eighth Grade . . . . .	430
Spelling Demons for the Junior High School . . . . .	434
APPENDIX . . . . .	437
Conjugation of <i>To Be</i> and <i>To See</i> . . . . .	437-438
INDEX . . . . .	441





*PART I*

SPEAKING AND WRITING  
ACTIVITIES



## UNIT 1

# CONVERSING AND LISTENING

### The Art of Conversing

I missed the chance of a lifetime last Wednesday. I was one of the committee chosen from our scout patrol to meet Admiral Byrd at the train and take him to the hotel. The day before, I had polished, scrubbed, and pressed, so that I would look just right.

The eventful moment came. Admiral Byrd arrived and was rushed to the waiting automobile. I was excited when I learned that Bob Black and I were assigned to his car. After we were introduced and the car was started, there was a sudden silence. I racked my brain for something to say and couldn't think of a thing. My tongue felt thick, my voice stuck in my throat, my mind was a blank. Presently I heard Bob talking, asking interesting questions. Both he and Admiral Byrd seemed to be having a wonderful time. When we arrived at the hotel, a group of men surrounded Admiral Byrd, and my chance was gone.

Some fellows talk so easily. I wonder how they do it. I've made up my mind that I am going to find out. — PUPIL

In contrast to this boy there are some people like Gratiano, a character in Shakespeare's *Merchant of Venice*. Bassanio says of him, "Gratiano speaks an infinite deal of nothing. His reasons are as two grains of wheat hid in two bushels of chaff. You shall seek all day ere you find them; and when you have them, they are not worth the search."

There is a happy medium between that tongue-tied condition and mere idle chatter which is "an infinite

deal of nothing.” How we admire the person who can find the right topic and can keep the conversation going in an entertaining way!

Good speech is valuable in school, at home, or in business. A boy applying for a position may look promising and may have written a good application. But if in his conversation he uses such expressions as “Huh,” “Whaje say,” “I ain’t done thachet,” “I seen him,” an employer immediately decides that he is ignorant and careless. Dr. Eliot once said, “As a person is judged by the company he keeps, so he is judged by the English he speaks.”

### *Activity 1*

Study the following questions and prepare to discuss each:

1. How much time do you spend in conversation in one day?
2. What different occasions for conversation do you have during one day? For example, you talk with your mother at breakfast, you call for a friend on the way to school.
3. What are three characteristics of a good conversation?
4. Should one use slang freely in his conversation? Why?
5. Do you know an interesting conversationalist? Why do you enjoy his conversation?
6. Do you know someone who is not a good conversationalist? What seems to be the reason?
7. Why should one form the habit of using good English in everyday conversation?
8. How important is conversation in school work?

### *Activity 2*

Show in what way ability to speak well is valuable to the following:

1. A dentist. 2. A musician. 3. A druggist. 4. A politician. 5. A farmer. 6. A carpenter. 7. A radio announcer. 8. A banker. 9. A minister, a priest, a rabbi. 10. A teacher. 11. A hostess. 12. A telephone operator. 13. A lawyer. 14. An engineer.

### Voice

Did you ever stop to think that you are living today in a speaking world — a world of telephones, of talking pictures, of radios? Your world is growing more speech-conscious every day. What part are you playing in it now? What part are you going to play in it later?

### Activity 3

Read the following article taken from "Along the Editor's Trail" in the *American Girl*. Then answer these questions:

1. What criticism does this writer make?
2. Does this criticism apply to you?
3. How does it apply to boys as well as to girls?
4. What can you do to improve your voice?

I saw them come aboard at Liverpool — six of the most attractive girls I had looked at in all the weeks I had been in England and France. Fresh skins, sparkling eyes and lithe bodies; simple clothes worn with an air, well-groomed hair, well-shod feet — everything, in fact, to cause me to murmur to my companion:

"Americans! Aren't they a charming group?" There was pride in my voice. "After all, our girls *are* —"

But I never finished my remark. I was interrupted by an ear-splitting cackling — I can't think of a better word — as the girls came up the gangplank. And the cackling came from the lips of several of the six "charming" girls! They were laughing and talking in voices that were unpleasant enough to cause several people to turn and look at them.

"It's too bad," said my companion dryly, "that they don't spend as much time cultivating pleasant voices as they do selecting becoming clothes."

All the way across the Atlantic we heard those voices — on the deck, in the dining saloon, in the lounge, and on the dance floor.

When I got home, I listened carefully to voices in buses and streetcars and restaurants. I wanted so much to prove to myself that the six girls on the ship were not representative. But although I believe I never heard voices quite as bad as theirs, I was shocked at times at the sounds that issued from lovely lips.

Then, just a few days ago, I picked up the *Saturday Review of Literature* and behold! the leading editorial commented on the prevalence of rasping speaking voices among girls. And it went on to say:

"There is no worse advertisement than bad speaking. It takes a more than passable beauty to make up for squawks and shrillings."

It's about time that voices were given a little grooming as well as hair and skin and fingernails. — *American Girl*

### Improving Your Voice

Your ability to speak well may mean money to you some day. The very first step is for you to want to improve your speech. Next, you must begin at once to listen to the speech of people about you. Test their voices by the following standards:

1. A good voice is clear. It is not husky or rough or nasal. The first duty of a speaker is to make it easy for his hearers to understand every word he says.

2. A good voice is pitched low.

3. A good voice is animated and never monotonous. It is eager, full of life, and shows that the speaker is interested in what he is saying.



After you have tested the voices of others, listen to your own speaking. Try to hear how your voice really sounds. Decide what qualities are good and what are bad.

When speaking, breathe during pauses, keep the muscles of the jaw relaxed, open your mouth enough to let the tones out, speak clearly enough to be heard easily in the farthest corner of the room. When you practice, think how your voice sounds; when you speak, think what you are saying.

### *Activity 4*

1. Read in a full round voice such passages as the following:

Ring out, wild bells, to the wild sky,  
The flying cloud, the frosty light;  
The year is dying in the night;  
Ring out, wild bells, and let him die.

Ring out false pride in place and blood,  
The civic slander and the spite;  
Ring in the love of truth and right,  
Ring in the common love of good.

— TENNYSON

2. Read the words below, making your voice carry. Prepare a list of at least ten other words having a similar sound.

Go, oh, float, no, hello, whoa, yoho

### **Speaking Distinctly**

Distinct enunciation and correct pronunciation are absolutely necessary to good speech. Study and practice these suggestions:

1. Speak slowly.

2. Open your mouth. Give your words a chance to come out. Don't swallow them, or force them through your nose.

3. Use your lower jaw, lips, and tongue actively. Unlock your lower jaw. Speak before a mirror to see whether your lips are playing their part in the production of correct, clear sounds.

4. Speak forward. Try to form your words in the front of your mouth, just behind your upper teeth.

5. Finish each word. Say *going* (not *goin'*), *have asked* (not *have ask*).

6. Speak each word clearly. Don't run words together. Say *did you* (not *didja*); *will you* (not *wi'yuh*); *give me* (not *gimme*); *couldn't* (not *couldn*).

### Activity 5

Read the following, enunciating every sound distinctly:

would you	all right	have to	kept
couldn't you	didn't you	can't you	would have
must have	picture	running	cunning
length	asked	had to	strength
government	poetry	probably	recognize

### Activity 6

Read these words slowly and clearly to form the habit of pronouncing them correctly:

#### *ng and nk*

thing	think	finger	flinging
bring	brink	linger	singing
king	kink	longer	winging
ring	rink	anger	ringing
sing	sink	hunger	stringing

*th*

depth	that	throat	forth
eighth	then	thirst	thought
twelfth	this	thousand	heather
with	there	throw	thanks

*wh*

why	whether	while	whisper
white	when	whistle	wheel
whine	where	what	which

*ow and ou*

how	down	found	house
now	town	out	douse

*ū as in unite*

avenue	duty	tune	Tuesday
student	educate	stupid	institute

*Activity 7*

Crisp sounds are obtained by the use of the tongue and the teeth:

Tie your tie tighter.  
 Please pass a pat of butter.  
 Do your duty today.  
 Tea for two, today, please.  
 Ten ought to do it.  
 Tie ten tins of tomatoes for Ted.  
 Tilt the table, Tom.  
 Two ought to tie it.  
 Don't do it.  
 Bitter butter makes a bitter batter.

The following sentences are given in many studios to applicants who wish to become announcers:

The strife ceaseth, and the good man rejoiceth.  
 Teddy takes tape to tie the tattered cape.

The green glow grew, a glowing gleam, growing green.  
The seething sea ceaseth.  
Geese cackle, cattle low, crows caw, cocks crow.

### Overworked Words

What are your pet words? Do you overwork *see*, *you know*, *well*, *why*, *say*? Is your conversation peppered with such expressions as *swell*, *guy*, *crazy about*, *eats*, *not so hot*? Don't tie your sentences together with *and . . . and so . . . then*. End one sentence and begin a new one. While you are thinking, don't fill time with *and-ur*, *but-ur*. When you stop to think, turn your voice off. Increase vividness in your conversation by the use of specific, accurate words (Handbook, pages 413-415).

### Grammatical Errors

In speech boys and girls make grammatical mistakes of which they would not be guilty in written work. In your everyday conversation use the right forms of verbs and pronouns (Handbook, pages 252-304).

### Activity 8

Correct the mistakes in the following expressions:

He don't; you was; him and I went; I ain't going; they was hurt; we was happy; he don't know nothing; it's him; these kind; this here dog; that there dog; I seen; he done it; he has went; more sweeter; she never did nothing; would of; could of; hisself; them things.

### Listening

One afternoon Mary Louise and Elizabeth were driving to the lake with Mary Louise's father.

"That's Denise Road!" exclaimed Elizabeth, recognizing the street on which one of their teachers lived.

"Yes, it is," agreed Mary Louise, "but what is particularly nice about it?"

For a moment Elizabeth looked dumbfounded; then she burst out laughing. "Oh, that's good! You thought I said, 'That's a nice road,' and I said, 'That's Denise Road.'"

"The joke is on me," laughed Mary Louise. "I guess I wasn't listening."

"It's my fault, too. I didn't speak very distinctly," admitted Elizabeth.

How attentive are you? How carefully do you listen? Can you repeat accurately a message which someone gives you? When you are sent on an errand for your mother, do you listen thoughtfully to her instructions? Can you remember what you are told to do?

### *Game*

Test your ability to listen attentively. Divide the class into two groups. The teacher or a member of the class will read three groups of letters at a time; as, MX-PZ-NH. Each member of the class will write the letters as accurately as he can. The group which has the largest number with a perfect score wins.

MX

PZ

NH

BD

FG

YC

DW

NA

ML

OM

WF

ZL

UX

QP

KI

ZHI

PMV

SNW

RBU

PCD

KFL

BJE

MQW

MGS

MLM

BBT

XAD

VGE

HSL

RFO

### *Activity 9*

The teacher or a member of the class will read each of the following sentences or groups of sentences. Test your listening ability by seeing how accurately you can repeat them.

1. Nancy likes very much to go walking with her grandfather because he tells her amusing stories and lets her feed the squirrels in the park.

2. He took to the store twenty cents, with which he bought pecan nuts and hard candy.

3. On Bergen Street, Brooklyn, ten houses were burned down last night; and a fireman lost his life in rescuing an old lady.

4. During the past year Hugo has met with a series of unfortunate accidents. First he broke his arm, then he had a hard fall on the ice, and last night he was thrown from his bicycle.

5. From my window I can see an old man walking slowly up the street. Following at his heels is a little dog with short legs, long ears, and curly white hair.

### **Courtesy in Listening**

A courteous listener never interrupts. When he disagrees with what is being said, he avoids contradicting the speaker with such an expression as "You're all wrong" or "That isn't so." When there is an opportunity, he expresses his opinions quietly, introducing his ideas with "I have always thought that —"; "I understood that —"; "Isn't it true that —"; or a similar expression.

Good listening is courteous, because it shows the speaker that you have a genuine interest in his ideas. If he is timid and shy, your attention makes him confident that what he is saying is really worth while.

*Activity 10*

On each of the following topics prepare to say something in class conversation. The teacher will ask the first question. Do your share. Bring others into the conversation by asking questions. Listen attentively. Do not interrupt. Watch your pronouns and verbs (Handbook, pages 252-304).

1. Did you take any particularly enjoyable trip during vacation? Where?

2. What is your favorite sport? Why?

3. What benefits are derived from gymnasium work? From swimming?

4. What is your hobby? What is its value to you?

5. What are some ways in which thrift can be practiced in school?

6. What is school spirit?

7. How can you become a better member of your school community?

8. If you were given the opportunity of living in another country for a year, which one would you choose? Why?

9. What is your favorite song? Why?

10. Do you like poetry? Why?

11. Have you ever seen the sun rise? Where? When?

12. What is your favorite magazine? Why?

13. What kind of radio programs do you like? Why?

14. If you were given the opportunity of a year's travel, where would you go? Why?

15. Do you think dogs show intelligence? Give an illustration.

16. What interests you most at the zoo? Why?

17. What interesting book have you read recently?

18. What animal heroes do you know about?

19. If you could have lived in any other period of history, which would you have preferred? Why?

20. What is the connection between patriotism and obeying laws?

### **Audience Listening**

The audience may make or break a play. If the people in the audience whisper and laugh or if they clap at the wrong time, the atmosphere of the play or concert is spoiled. In a school assembly good listeners are just as important as the hero or heroine of a play.

#### *Activity 11*

Discuss what might be done by individuals and the class to improve listening in the classroom, in assembly, during a radio lesson, at a play or concert. You can improve the ease and clarity of your conversation by occasionally using adjective clauses instead of short simple sentences (Handbook, pages 352-354).

### **Alertness**

It is more interesting to take part in conversation than to be on the outside, just as it is more fun to play in a ball game than to be on the side lines. One must be on his toes to follow conversation and to make his remarks appropriate.

#### *Activity 12*

The teacher will start a conversation on one of the following subjects or another topic. Be alert to add an amusing remark, a story that fits, or a comment which is on the subject. Avoid overworked words (Handbook, pages 413-415).

1. Some animals are wonderful friends.
2. Names have interesting histories.
3. Birds have many peculiar habits.



4. Some people have strange hobbies.
5. I enjoy dramatic episodes on radio programs.

### Conversing with Strangers

Whether meeting strangers is an interesting or an embarrassing experience depends upon your friendliness and ease of manner. If you know how to greet them and to make introductions, and if you are alert in following the general course of the conversation, you will thoroughly enjoy yourself.

### Introductions

The following courtesies are accepted as good form in social groups:

1. In making an introduction it is correct to say —

Mr. Newcomer, may I present Mr. Anxious?

Mr. White, this is Mr. Black.

Mother, may I introduce Mary New?

2. In introducing people, the older person's name is given first:

Mother, may I introduce John Newboy?

3. A younger person always rises to meet an older one who enters the room or comes to the table in a hotel or restaurant.

4. A boy always shakes hands when he is introduced to a man or another boy.

5. A girl may or may not shake hands when introduced. If she is the hostess, however, she usually does.

6. A boy takes off his hat to a woman or girl to whom he is introduced or whom he passes on the street.

7. A person introduces himself to a new neighbor by saying —

How do you do? I am Jerry Manners, your next-door neighbor.

8. In acknowledging an introduction, it is correct to say —

How do you do, Mr. Stranger?

I am very glad to meet you, Mrs. New.

### *Activity 13*

1. Imagine that your school is having Club Exhibition Week, or Open School Night to which your parents have been invited. Have one pupil act as your home-room teacher, another as the principal, some as parents, others as the pupils and teachers in charge of the exhibits. Dramatize the introductions and carry on the conversation which might take place.

2. Imagine that you are giving a party for a cousin who is visiting you. Have one pupil act as the cousin, another as your mother, and others as the guests. Dramatize the greetings, introductions, and leave-taking.

### **Sales Talks**

One of the best ways to test your ability to interest strangers is to attempt to sell them some article. Have you ever tried to sell booster-tags, newspapers, magazines, books, or baseball gloves? This is your chance. Here are some general directions which apply to the selling of anything from a can opener to an airplane.

1. Explain or demonstrate the merits of the article you are selling.
2. Prove that it is worth the price.
3. Make the buyer feel that he cannot get along without it.

You must believe in the article you are selling and show interest and enthusiasm. Half-hearted explanation does not sell goods.

### *Activity 14*

Divide the class into groups of two each. Each group will select one of the following and dramatize it before the class. Speak distinctly and use correct English. Avoid overworked words. Don't waste time. Get to the point.

1. Sam comes to the door and tries to sell a magazine to Mrs. Smith.

2. Jim tries to sell a good baseball glove to his neighbor, Tom Stewart.

3. Mary has a tennis racket which she would like to sell.

4. Jean is moving out of town and will not need her new gymnasium suit. She offers it to a friend at a reduced price.

5. John, who is moving to a state where textbooks are furnished, tries to sell his eighth-grade mathematics book.

6. George finds that he has outgrown his roller skates and offers them to a neighbor at a reduced price.

7. You are selling tickets for an entertainment your school is to have.

8. Eric has a reputation for making kites that will fly. He promised to pay you twenty per cent on all you sell for him. Try to sell one of Eric's kites to a classmate.

### **Personal Applications**

A personal application for a position is a serious business. You will be judged not only by what you know

but also by the impression made. Some suggestions are:

1. Look your best.
2. Be alive. Avoid a hangdog manner.
3. Be interested in the position for which you are applying.
4. Use good English. Speak to the point.
5. Be courteous.

### *Activity 15*

Read the two applications and discuss the following:

1. The English used by each applicant.
2. The interest each shows in the position.
3. The qualifications of each applicant.
4. The impression each boy makes on the manager.

#### 1

Scene between the sales manager and a boy applying for a position in the stock room.

BOY. I saw your ad in the *Times* for a boy to work in the stock room. I'd like the job.

MANAGER. What makes you think you would do?

BOY. Well, I'm strong and like to work. You could depend upon me.

MANAGER. How old are you?

BOY. I was fifteen last March.

MANAGER. Do you go to school?

BOY. I was graduated from Monroe Junior High School last June, but I can't afford to go to high school for a while. If I work for a year, maybe I can go on after that. I certainly hope so.

MANAGER. Give me some references and we'll see what we can do for you.

## 2

Scene the same as before.

BOY. I seen your ad for a stock-room boy, and I've come for the job.

MANAGER. Why do you want the job?

BOY. Need the cash.

MANAGER. Do you go to school?

BOY. Naw! I quit.

MANAGER. Why?

BOY. Aw! I never did like school. Somebody's always bossin' yuh around.

MANAGER. I'm afraid you would find the same difficulty here. If you can't take orders, you are not the boy we want.

### *Activity 16*

Divide the class into groups of two. Each group may choose one of the following positions. One member will act as employer and the other as applicant. Work out and dramatize before the class the scene that might take place between the two. Use correct pronouns (Handbook, pages 252-264).

1. Assistant in a library.
2. Errand boy in a bank.
3. Delivery boy for a grocery.
4. Usher in a theater or a movie.
5. Attendant at a parking station or a filling station.
6. Messenger at a telegraph office.
7. Clerk in a department store, radio shop, shoe store, soda fountain, sporting-goods store.
8. Operator in a telephone exchange.
9. Helper in a machine shop.
10. Waitress in a tearoom or restaurant.
11. Cashier in a restaurant or a cafeteria.

### *Self-Test*

This may be taken at any time. Mark yourself honestly. Keep a record in your notebook and watch your improvement.

1. Is my voice clear and pleasing?
2. Do I speak slowly and distinctly?
3. What words do I mispronounce?
4. Do I make frequent grammatical mistakes? What are they?
5. What words do I overwork?
6. Do I monopolize the conversation? Take no part? Do my share?
7. Do I listen to what others say?
8. Do I interrupt and contradict?
9. Do I try to interest others?
10. Do I listen to my own conversation and criticize myself?

### *Error Box*

For a week jot down on a piece of paper and place in an Error Box any incorrect pronunciation or sentence you hear. After the error write the corrected form, your name, and the name of the one making the mistake. At the end of the week the box will be opened and the errors discussed.

## UNIT 2

# TELLING STORIES

### How to Be Entertaining

It was my first night at camp and I knew very few of the girls. As we gathered at the campfire, I looked around. Some were tall, others short; some were noisy, others quiet; some were plain looking, others very attractive. As the



*Publishers' Photo Service*

### STORIES AROUND THE CAMPFIRE

fire blazed up, several of the girls began telling experiences. A few told ghost stories, but none of them were particularly entertaining. Finally someone called, "Martha, you tell us a story." The call was taken up by others: "Oh, please, Martha! Tell us about your airplane ride."



I looked for Martha. She seemed rather quiet, and I wondered that the girls had chosen her. But I didn't wonder long. After a few sentences we all listened spellbound. We roared with laughter at the description of her sensations, held our breath when she told of the stunts the pilot did, and sank back relieved when she finally landed safely.

That night as I went to my tent, I kept wishing I could be as entertaining as Martha. I thought over the way she had told the story. She had painted the picture so vividly that we had seemed to be in the airplane with her. I decided then and there to learn how to tell stories so that some day someone might say, "Helen, tell us a story about your learning to swim — or any experience." — PUPIL

Have you ever come to the same decision Helen did — that you would like to learn to be entertaining? Perhaps you become discouraged because you have had no thrilling experiences. Often the most entertaining people are not the ones who tell hair-raising tales, but those who relate the affairs of everyday life in such an interesting way that the listeners hang on every word.



When Abraham Lincoln was a young man he was known as "the best storyteller that had ever been in those parts." One day after he had held a crowd spellbound for some time a man stepped up to him and asked, "Where did you learn that?"

"I always read everything I can find," Abraham answered, "and enjoy telling the stories to others."



## Conversation in Stories

Conversation is one of the best ways to arouse and hold attention. If you can make your characters talk easily and naturally and at the same time give the story action, you are sure of being entertaining. Begin by writing short conversations you hear. Practice on your teacher. She is there to help you. Read or tell them to your family and friends. You will know by their attitude whether they are interested.

### Suggestions for Writing Conversation

1. Avoid the repetition of *said*. Use a word which tells how the person spoke, such as *whispered*, *argued*, *insisted*, *shouted*, *exclaimed*, *answered*, *questioned*.

(Right) "Do you want to go?" I *called*.  
"No," he *replied*, "not today."  
"Why not?" I *asked*.

(Bad) I *said*, "Do you want to go?"  
"No," he *said*, "not today."  
"Why not?" I *said*.

2. Use contractions. Write them as they are spoken — *they'll*, *can't*, *we're*. *Ain't*, *hain't*, and *tain't* are incorrect forms.

### Activity 1

Contractions are formed by inserting an apostrophe in a word wherever a letter is omitted; for example, *don't* is a contracted form for *do + not*. Learn to spell the contractions used in conversation. Notice where the apostrophe comes. Be able to write the following correctly from dictation:

aren't	hasn't	she's	we've
can't	haven't	shouldn't	won't
couldn't	I'll	that's	wouldn't
didn't	I'm	there's	you'd
doesn't	isn't	wasn't	you'll
don't	it's	weren't	you're
hadn't	I've	we're	you've

### *Activity 2*

Read the conversation between a boy and his mother. Does it sound familiar? Explain the contractions which are used.

#### Earning a Bicycle

"Mother, do you suppose Mrs. Wheeler would let me mow her lawn next summer?" asked Dick.

"Why, I imagine so," answered his mother. "What made you think of it this cold night?"

"I was just looking at this sporting-goods catalog," he mumbled between mouthfuls of popcorn. "I have four dollars and ninety-five cents more to earn before I can buy that bicycle."

"Didn't you earn something shoveling snow Friday?"

"Y-yes," Dick hesitated, "but, you see, I needed that. I had to go to the movie Saturday."

"You mean," remarked his mother dryly, "that you wanted to go to the movie more than you wanted the bicycle."

"No, it wasn't that," Dick answered, "but I thought I could earn some more. Do you think I might ask Mrs. Wheeler now so that she would save the job for me?"

"I'm afraid she'd forget by June," laughed Mrs. Vincent. "What date is today?"

"February 18. I guess it is a little early," he sighed. "Maybe I can get some more shoveling to do."

"Why don't you ask Mrs. Drake?" suggested Mrs. Vincent. "She always has to hire someone."

"Good idea! Guess I'll phone her right now," he exclaimed. "It's only ten o'clock. Hope she's home." As he was hurrying to the telephone, he glanced out of the window. "Look, Mother," he called, "it's snowing hard right now. There's twenty-five cents for me." — PUPIL

### *Activity 3*

Write a conversation which you have heard, taken part in, or imagined. Make it lifelike and entertaining. Punctuate correctly (Handbook, pages 336-338). One of the following suggestions may help you.

1. At the dinner table. 2. On a bus or streetcar. 3. On the playground. 4. In the gymnasium. 5. On your street. 6. With your next-door neighbor. 7. At the corner grocery. 8. With your father when you are late for dinner. 9. With a friend on the way to school. 10. Between two newsboys. 11. In class. 12. At the baseball or basketball game. 13. At the bargain counter. 14. In the lunchroom. 15. In the library. 16. At a scout meeting. 17. At the railroad station.

### *Retelling Stories*

Have you ever tried retelling stories that others have written? See how well you can reproduce an amusing or a thrilling story. Don't expect to be perfect the first time. Criticize your own voice, enunciation, and pronunciation, and accept the criticisms of others. Practice by yourself. Tell incidents to your family and your friends and see whether you can hold their attention. Ask yourself the following questions:

#### *Standards*

1. Do I speak distinctly?
2. Is my voice pleasing?

3. Is my pronunciation correct?
4. Do I talk directly to my audience?
5. Am I at ease as I stand before a group?
6. Am I interested in the story I am telling?
7. Do I show by a silence where each sentence ends or tie my sentences together with *and-ur*, *but-ur*, *so-ur*, *then-ur*?
8. Do I keep the story moving?
9. Do I tell the incidents in order or mix them so that the story is disconnected?
10. Do I lead up to a surprise?
11. Do I use conversation and vivid words to arouse interest?
12. Do I hold the interest to the end?

### Selecting Stories to Retell

The story you choose depends on your audience and the occasion. Legends and folk tales, such as myths and stories of King Arthur and his Round Table, have been told for generations by old and young. Stories of adventure, heroism, and daring are thrilling, whether they are the tales of Washington, Daniel Boone, or a present-day hero, like Admiral Byrd.

### Activity 4

Read "Red Sorcery," a story of the Zuñi Indians, and find at home or in the library one of Hans Christian Andersen's fairy tales, such as "The Real Princess." Prepare to retell both in class. Practice on your family or friends. Be entertaining. Use correct forms of verbs, such as *be*, *sit*, *see*, *do*, *come*, *run* (Handbook, pages 272-280).

Red Sorcery<sup>1</sup>

The little village of Zuñi seemed turned to gold in the setting sun. Its mud walls rose in steps like a pyramid of beaten metal against the turquoise sky. On the topmost roof of the pueblo a girl stood looking out across the housetops; for two hours she had watched, motionless, waiting.

"Squash Blossom is looking for her mother," said the people below, looking up at the slender figure. "Lolo'itsi has gone to Corn Mountain to hunt clay. She will be sore at heart when she returns to find that her son will hang by his thumbs for witchcraft this very night."

It was this that the girl up on the roof top feared. How happy their lives had been until that morning! They were poor, Lolo'itsi and her children, but they held an honored place among their people. Lolo'itsi was the best pottery-maker among the Zuñi, and she, Squash Blossom, had many suitors.

But now this terrible thing had come to them. Lalio, her brother, had been accused of bewitching little Nina, daughter of the Priest of the Bow. Lalio had been called up from the fields to face the child, who was writhing in convulsions; to face her parents and the Medicine Men. And now they had him imprisoned in the Kiva, the secret council chamber of the Bow. What were they doing to him?

Her thoughts were interrupted by the sound of her mother's voice from below, mingled with the chatter of Manu, her little brother, as they climbed the last ladder leading to their roof.

"Tsitta, Mother," said Squash Blossom, "a fearful thing has happened today."

Lolo'itsi listened silently, her face showing no sign of emotion, but at the end of Squash Blossom's recital, a low cry broke from her. She started blindly towards their ladder.

"This we must do," said the matron. "When the men have left the Kiva and you are sure that no one is there, you

<sup>1</sup> Reprinted from *Dragon Fly of Zuñi* by permission of the author, Alida Sims Malkus, and the publishers, Harcourt, Brace and Company.

must enter and loose Lalio. He must get away this night before more harm comes to him."

The daring of it, to take the law into their own hands! And a woman to enter a Kiva! But Lolo'itsi had said it, and the need was desperate.

How long the mother and sister waited silently they hardly knew. Gradually the few sounds that came up to them from below ceased; the windows went dark one by one. The pueblo seemed to sleep.

From the edge of the town a light twinkled in and out, wending its way towards them. It stopped below. Climbing up on her own roof and lying at full length on it with her head over the edge, Squash Blossom saw Lalio being taken again into Nina's house.

Down the ladders she flew, but even before her feet touched the last rung a shrill moaning came from the house. At sight of Lalio, who had been brought back to cure her, Nina had become aroused and once more shrieked and twitched. Squash Blossom, crouching outside the door, heard the Medicine Men ask:

"What did you do when you took Nina's hand yesterday? What poison did you shoot into her body?" The questions came over and over. Lalio's young face looked old, drawn with fatigue and strained. He acknowledged himself a witch doctor, knowing strange medicines. He would give them a cure for the little girl if they would take him away and let him be alone. The Medicine Men were astounded, openly gratified. They wanted to hear more, to find out what this boy could do. By morning she would be well, Lalio told them desperately. If she were not, he could be stoned.

Squash Blossom stepped back as the men came out of the door. Stumbling up the ladders to Lolo'itsi, she whispered, "Quick, Mother, food for Lalio! The large hunting knife! I will go to him now."

Slipping down over the walls, creeping noiselessly over the roofs, she came by a roundabout way to a spot that looked directly down on the Kiva. Peeping down into the secret chamber forbidden to women, she could see her brother

squatting against the wall, his head sunk on his chest. Dragging the heavy ladder over, she dropped it down inside, but Lalio did not look up. His ankles and wrists were bound with yucca. His thighs were tied to a stake driven into the ground behind him. He was dazed. Her brave, merry Lalio! Swiftly the Zuñi girl stepped down on the ladder, pulling the trap door over as she did so. It fell noiselessly into place as the ladder was withdrawn and softly laid on the hard earthen floor of the room.

Lalio looked up through glazed eyes to see his sister kneeling before him, slashing at his thongs with the hunting knife. The yucca seemed as tough as steel. Finally the wrists were free, and the knot came away from the stake.

The Indian boy struggled to his feet, and Squash Blossom lifted the ladder. But someone might return by the roof at any moment. The Zuñi girl looked about the sacred chamber. There must be some other way out. Lalio motioned towards an inner wall on which hung a blanket. She pulled it aside, disclosing a small opening through which a body could be squeezed into another room. Pulling themselves through the hole, they felt their way cautiously, for a guard might be keeping watch there in the darkness.

The place was moist and smelled of drying hides and skins, and Squash Blossom realized that it was the room where the dance costumes were kept. She could smell the paint drying on the freshly decorated masks which had been taken from an underground storage room for the ceremony of the corn.

Through this room and into still another they crept, coming out at length on a street on the other side, away from the Kiva. Lalio had in his hands two masks that he had picked up from the storeroom. They were those of two lesser gods. He slipped one over his sister's head, one over his own, so that they should not be recognized. If they passed for spirits or gods, so much the better.

They did not speak, and not until they reached the wide stream-bed of the Zuñi River, full with the rains of early summer, did they pause. Into Lalio's hands Squash Blossom thrust the corn cakes, and a corn husk wrapped about some



mutton balls. Tears were falling behind the mask. She pulled it off.

"Oh, brother," wept Squash Blossom, "why did you tell them you were a sorcerer?"

"That's what they wanted to hear," he replied defiantly. "I did nothing but play with Nina as always. I teased her with a little stick. Kuma'aa! I never liked his sneaking ways; he testified against me. He hates me because he knows I never wanted him for your husband."

"Oh, Lalio, I will make them know that it isn't true! There is no evil magic, nor sorcerers, nor witches. And you couldn't steal." But Squash Blossom's head drooped as she spoke, for how could she undo what centuries had built up? Dimly she sensed this, but repeated desperately, "I will surely make them say you are innocent. Then you shall return to us."

Stepping close to his sister, he placed his hands on her arms and pressed them warmly; then turned away.

Lights twinkled on the outskirts of the pueblo. A coyote call sounded from the roofs, and was answered. They had discovered his escape. Squash Blossom pushed Lalio towards the river. "Hurry, hurry," she whispered.

Lalio vanished along the banks of the stream.

### Activity 5

Tell one of the following stories in class so you will be ready to retell it in a club meeting or around a camp-fire. Check yourself by the questions on pages 25-26. Appoint judges to choose the best storyteller. Use good connectives and vivid descriptive words. Don't run the sentences together with *and-ur* and *so-ur* (Handbook, pages 389-391).

1. One of Grimms' or Andersen's fairy tales — for example, "Little Claus and Big Claus," "The Tinder Box," "The Ugly Duckling." 2. One of Aesop's *Fables*. 3. A narrative poem; as, "King Robert of Sicily," "The Pied Piper of



Hamelin," "Lady Wentworth." 4. A story of King Arthur and his Round Table, of Robin Hood. 5. An incident in the life of Daniel Boone, Kit Carson, Theodore Roosevelt, Admiral Byrd, or from one of the biographies suggested on pages 153-155. 6. An Indian legend. 7. Anecdotes on the humor pages of *Boys' Life*, the *Saturday Evening Post*, or other magazines. 8. An animal story; as, Jack London's "White Fang," Alfred Ollivant's "Bob, Son of Battle," Franklin Holt's "The Wuthless Dog," Clinton Dangerfield's "Lady New Luck." 9. A short story, such as Ralph Paine's "The Freshman Fullback," Mary Ellen Chase's "A Return to Constancy," Richard Harding Davis's "Gallegher," Walter Dyer's "Gulliver the Great," Hawthorne's "The Ambitious Guest," Enos Mills's "Black Hero of the Ranges," Bret Harte's "Wan Lee, the Pagan," Guy de Maupassant's "The Piece of String," Edison Marshall's "The Elephant Remembers," or a short story from any of the books you have enjoyed recently.

### Arranging Programs

Have you ever been chairman of a committee to prepare a radio program or a program for a special day in school or for a scout meeting? After you find a suitable story, you may have to condense it to suit your program. If you are to broadcast, you should write the story exactly as you expect to give it and time it carefully.

### Activity 6

An 8A girl who was to broadcast a story on a Thanksgiving Day program chose O. Henry's "Two Thanksgiving Day Gentlemen." Read the story as she wrote it to retell over the radio and compare it with the original. What are the main points of the story? What is the value of conversation?

## Two Thanksgiving Day Gentlemen

Every Thanksgiving Day for nine years Stuffy had come to the fountain in the park promptly at one o'clock, and each time the same thing had happened. At a few minutes after one the Old Gentleman had met him, taken him to a restaurant, and treated him to a big dinner.

Today Stuffy was not hungry. He had had an unexpected meal, one of the best and most filling he had ever eaten. Yet from habit he waited as usual.

Suddenly the Old Gentleman appeared crossing Fourth Avenue. He was thin and tall, was dressed all in black, and carried a knobby cane with a crooked handle.

"Good morning," said the Old Gentleman, "I am glad to perceive that the vicissitudes of another year have spared you to move in health about this beautiful world. If you will come with me, my man, I will provide you with a dinner that should make your physical being accord with the mental."

That was what the Old Gentleman said every time. Stuffy wheezed and shuddered. "Thankee, sir. I'll go with you and much obliged."

The Old Gentleman led the way to the restaurant. He never ate with Stuffy but sat across the table, his eyes bright with the pleasure of giving. The waiter heaped holiday food in front of Stuffy. It was almost too much for him, but he saw the look of happiness in the Old Gentleman's face and had not the heart to spoil it.

In an hour Stuffy leaned back. "Thankee kindly, sir," he puffed, "for a hearty meal."

He arose and started for the door. The Old Gentleman counted out \$1.30 in silver change, leaving three nickels for the waiter. They parted, as they did each year, at the door. Around the first corner Stuffy turned, stood for a moment, then suddenly slumped to the sidewalk. An ambulance came and took him and his two dinners to a hospital.

An hour later the Old Gentleman was brought to the same hospital. The doctors looked at him and shook their heads. As they turned away, one remarked, "Just starvation. He told me he hadn't eaten a thing for three days."

### Activity 7

Prepare to retell a story in class, in the assembly, or over the radio for a special program for Christmas, Thanksgiving, Halloween, Washington's or Lincoln's birthday. Stories may be found in the library in books suggested on pages 153-155, or in the following books. Check your manner of telling the story by the twelve standards on pages 25-26.

Olcott, Francis J.: *Good Stories for Great Holidays*

McSpadden, J. W.: *The Book of Holidays*

Cather, Katherine Dunlap: *Boyhood Stories of Famous Men*

Sweetser, Kate Dickinson: *Ten Girls from History*

Patten, H. P.: *The Year's Festivals*

### Telling Longer Stories

A group may work together in telling a long story by having each member of the group responsible for a section.

#### *Example:*

Three pupils chose the poem *Evangeline* and arranged for each to tell a part of the story. They practiced together so one could take up the narrative where another left it. They divided the poem as follows: (1) Description of Grand-Pré, the main characters, and Evangeline's betrothal; (2) The church meeting and the exodus from Grand-Pré; (3) The wanderings of the exiles.

### Activity 8

Divide the class into groups. Each group will choose a long story or poem or a novel and prepare to reproduce it in class or in the assembly. Make the characters real. If you begin with the past tense, keep

that tense throughout the story. Don't carelessly shift tenses (Handbook, pages 268-271). Choose one of the following or another you enjoy:

Irving, Washington: *Rip Van Winkle, Legend of Sleepy Hollow*

Stevenson, Robert Louis: *Gold Bug, Treasure Island*

London, Jack: *Call of the Wild*

Longfellow, Henry W.: *Courtship of Miles Standish*

Hale, Edward Everett: *Man Without a Country*

Parts of Charles Dickens' *David Copperfield*

### Writing True Stories

Have you ever read or heard a story which someone has written about his own life, giving interesting happenings of his childhood and of his later life, or telling his happiest memories? Ask your father, mother, grandparents, or other relatives about the things which have happened in their lives. Ask such questions as: What fun did you have when you were young? What exciting experiences? What are some of the most interesting incidents which you remember?

Boys and girls have good stories of their own to tell. Even though your experiences seem ordinary to you, you can interest your classmates by telling them well.

### Activity 9

Read the following accounts of experiences. Answer the questions and write in your notebook five points which you should remember when you are telling a story.

1. How does each storyteller answer at the start the questions "Who?" "When?" "Where?" "What?"

2. What details arouse your curiosity about what is going to happen?
3. What is the climax of each story? In what part of the story does it come?
4. Is the reader kept in suspense? How?
5. Does conversation help to keep the reader's interest? In what way?
6. What words show how the characters felt?

### When Mother Was Away

One summer morning when I was about five years old, a neighbor stopped at our farm on his way to the village. He said that his wife was very ill and asked my mother to go over as soon as she could.

My cousins — Florence, who was eight years old, and Margaret, who was fourteen — were visiting us. Mother hesitated about leaving us, but we thought it would be great fun to keep house alone. So she left, telling us that she would be back before supper.

Everything went along beautifully. In the afternoon we rummaged around the attic and found long skirts and funny hats. We dressed up and were having a lovely party in the yard when Florence called, "Margaret, who's coming up the road? It looks like a parade."

"Oh, girls!" cried Margaret, who was easily frightened. "They're gypsies. Let's run into the house and lock the door!"

I had never seen any gypsies but had heard stories about their stealing things and even kidnaping children. Florence had seen some once when they stopped at my grandmother's and asked for food. They hadn't frightened her then, and she declared that she wasn't afraid now.

"Let's play 'Pull-away,'" she said, "and pretend that we don't see them. Then they won't know we're alone."

I never shall forget how frightened I was. We started running back and forth from the oak tree to the house. We tripped over our long skirts, lost our hats, shrieked as loud as we could, and had no idea who was "It." Now and then

I looked toward the road to see whether the gypsies had stopped and were coming after us.

Just as the last wagon had passed, we heard someone whistling and saw my father coming down through the orchard. Catching up our long skirts, we raced toward him as fast as we could. We jumped on him, crying and talking so fast that it took him a long time to understand what had happened and why we were so upset. — PUPIL

### A Find

The summer I was fourteen Uncle Tom took three of my classmates and me to his camp, which is on an island in the St. Lawrence River. Most of our time was spent in swimming and fishing.

One day Bill suggested making a diving board. When the apparatus was completed, he was given first chance to dive. He shot off the board in a perfect dive and went under with scarcely a ripple. But he emerged a sorry sight, with a gash on his head from which the blood was trickling down his face.

"What did you hit?" we asked.

"I don't know," replied Bill. "It must have been a rock."

"That's queer. Uncle Tom thought this was a safe place."

We hustled him back to camp and bandaged his head. Then the rest of us went after the rock.

Joe was the first to locate it and called Fred and me to help him get it out. We succeeded in prodding it loose with long poles. Then Joe and I dived in to lift it out. As we threw it on the beach, our eyes bulged with amazement, for we had found no rock but a chest about fourteen inches long and ten inches deep, bound with brass.

Fred raced to the tent for the hatchet and in no time we had broken the chest open. We had a vision of finding piles of gold, but no such luck. It was absolutely empty.

— PUPIL

### *Activity 10*

Tell one of your own experiences. Explain how you felt. Arouse interest. Keep the story moving. Tell



the happenings in order. If you write your story, use periods and commas correctly (Handbook, pages 332-336). Perhaps one of the following subjects will remind you of an incident:

1. A birthday party. 2. An airplane ride. 3. A visit to a battleship. 4. The last night at camp. 5. A tour through



*Courtesy Canadian Pacific*

#### TRAIL RIDERS AT BANFF, ALBERTA

This would be an interesting experience to write or tell about.

France. 6. On an ocean liner. 7. When our house caught fire. 8. At the circus. 9. An all-day hike. 10. One Fourth of July. 11. My first summer at the lake. 12. A trip to Scotland. 13. A trip on a yacht. 14. My first horseback ride. 15. Our cabin in the woods. 16. Earning my first money. 17. My first day at junior high. 18. An unusual trip on the train. 19. My trip to the Yellowstone. 20. Camping in the Sierra Madre Mountains. 21. A terrible

storm. 22. My trip to Florida. 23. A visit to the White House. 24. Staying at a tourist camp. 25. A surprise party. 26. The arrival of unexpected visitors. 27. My pony. 28. A fishing trip. 29. Losing our dog. 30. Our family of pets. 31. Picking wild strawberries. 32. Hunting mistletoe in Kentucky. 33. A summer on the farm. 34. A 'possum hunt. 35. A visit to Mount Vernon. 36. The summer I was four years old. 37. When our class won the championship.

### Making Up Stories

"Mother! Mother! It came! I got it! I won!" shouted Elizabeth waving a letter as she dashed into the house.

"What in the world is the matter, Elizabeth? What has happened? Don't shout so."

"I won the prize! The short story prize from the *Young People's Magazine*," she exclaimed breathlessly.

"You did? I can't believe it. What does your letter say?" asked her mother.

"It's very short and says: 'Dear Elizabeth Davidson, I am glad to inform you that your story entitled "Girl Wanted" has won the first prize in the short story contest sponsored by the *Young People's Magazine*. I am enclosing the check for fifteen dollars. Yours truly, Clara M. Pringle.'"

"Isn't that splendid!" exclaimed Mrs. Davidson. "I must say I thought myself it was a pretty good story, but I never dared hope that it would win first prize."

"I must hurry over to Virginia's," cried Margaret. "Won't she be excited to know that the funny things that happened on our camping trip made a prize story?"

"You made up some of it, Elizabeth, about the bat getting into the sleeping porch, and the fright you had when you thought the food had been stolen."

"Oh, yes, I imagined parts of it, but Janet and Virginia gave me the idea for it and I just added those parts. No characters you would make up could be any funnier than they were."

Some stories are purely imaginary; others are about places and people the author knows. Try to see a



story in everyday happenings, such as incidents at school, on the street, or at home. One of the most entertaining chapters in Mark Twain's *Adventures of Tom Sawyer* is about an ordinary piece of work — whitewashing a fence. There is no better way of learning to write good stories than by reading those which others have written and seeing how they bring in details, keep the reader's interest, and lead to a climax.

### Activity 11

Read the story "He Got the News."

1. How are the questions "Who?" "What?" "When?" "Where?" answered in the first paragraph?
2. What details arouse your interest?
3. What is the climax?
4. How do you know how Steve felt?

### He Got the News

It was a busy day for Steve West, the reporter. He had been on several small assignments, but now he was sure he was on the trail of some real news. He hurried up the street just in time. A truck drivers' strike was on and excitement was high.

As West left his car, a few bricks were flying but they missed him. He looked for other reporters but saw none. Maybe this time he could get a "scoop"!

He snapped some good pictures, got the story from several men, and talked to one of the leaders. Then he dashed for the nearest telephone. When he finally reached one, he was out of breath but he talked and talked fast.

"Hello, Shorty. Listen to this story. There's a truck drivers' strike on the corner of Crescent Street and Third Avenue. Five persons were hurt. The union was mad because of low wages and the mob got out of control. I'll bring the pictures right away. Did you get this, Shorty?"

Will this be in time for the four o'clock edition? Shorty? Say, Shorty, I asked a question —"

At that moment the telephone operator's calm voice said, "Number, please."

"Operator! Operator!" Steve shouted, "Where's my party?"

"I've been trying to tell you," she answered, "that you failed to give me the number." — PUPIL

### *Activity 12*

Imagining that you are one of the following, write a brief account of an adventure you might have had. Include in the beginning of your story the time, the place, and the characters. Arouse the curiosity of your readers. Be sure that the details lead up to the climax. Use complete sentences. Avoid sentence fragments (Handbook, pages 369-373). Spell the possessive of nouns correctly (Handbook, pages 246-251).

1. A policeman. 2. A fireman. 3. An aviator. 4. A knight or lady in King Arthur's court. 5. A football or track hero. 6. The winner of the tennis cup, swimming meet, skating meet. 7. One of the early settlers in New England, in Oregon. 8. A boy or a girl in a fort during an Indian raid. 9. A movie actor or actress. 10. A son or daughter of the President of the United States. 11. An American boy or girl in South America, Persia, India, Alaska. 12. A cowboy. 13. A forest ranger. 14. A pilot in a yacht race. 15. George Washington. 16. Betsy Ross. 17. Someone who has been asleep, like Rip Van Winkle, for twenty or thirty years.

### *Activity 13*

Read the following imaginative story.

1. Does the first paragraph give the time and the place?
2. How is the reader's interest held?

3. What is the climax?
4. In what other ways might the writer have ended the story?
5. What use is made of conversation?
6. In what way do you know Talbot's feelings?

### Saved

"Where am I? What has happened?" Richard Talbot looked around. Then he remembered. He had been flying over a jungle, and something had suddenly gone wrong with the controls of his plane. There had been a sickening drop and a crash. He had dragged himself free from the plane and then must have fainted.

As he got up, he realized that he was badly bruised but could walk. His mouth was parched. He must find water. He made his way cautiously through the undergrowth, tripping and almost falling several times.

Suddenly the jungle opened upon a cleared space, in the midst of which stood a small temple. He looked around, and seeing no one, entered through a wide door and found himself in a room more elaborate than any he had ever imagined.

He turned as he heard a sound. Marching slowly out of the woods to the solemn beat of drums came a procession of dusky natives, headed by a priest. Alarmed, Talbot sought a means of escape, but there was none. His only chance was to hide behind a black statue that stood near at hand. The procession entered, and all took their places around the altar, the guards standing at the entrance.

As the rhythm of the drums became faster, a mass of chains and draperies heaped before the altar began to move, and slowly a dancing girl arose. She glided back and forth, whirling more and more rapidly, until she suddenly loosened a long chain from her neck and threw it toward the place where Talbot was hidden. Then she dropped in a heap.

Instantly the guards rushed toward Talbot, and before he knew what was happening, they had bound and gagged him. He was dragged to the altar. The priest approached and made a sign to a guard, who brought a long knife.

Talbot tried to speak, to ask some explanation, but they gave him no chance. The priest slowly raised the knife. Talbot struggled to get free, but the guards held him firmly. Just as the priest was about to strike, the girl leaped to her feet, snatched the knife from his hands, and stood between him and Talbot.

"Great!" exclaimed a red-faced, perspiring little man waving a megaphone as he approached the group who were releasing Talbot. "You've never done better! That's real act—" He broke off, looking at Talbot in amazement. "Who are you? Where is Burton?"

"What are you talking about?" asked Talbot. "Who are you, yourself?"

"Why, I'm Peabody, the director of the Far East Filming Company. Rex Burton was supposed to be back of that statue. Who are you?"

Just at that moment two men entered, half carrying a third. "Burton!" exclaimed the director. "What's happened?"

"I hurt my leg. I was exploring a bit and tripped over some tangled roots. Luckily, these fellows heard my shout, and here I am." — PUPIL

### *Activity 14*

Using one of the following sentences as the beginning, write a short story. Arrange the details in a natural order. Show how the characters felt. Lead up to the climax. Use specific verbs (Handbook, pages 413-415).

1. Suddenly from a distance came the shrill sound of a whistle.

2. It was a lovely afternoon. Sue felt that something unusual was going to happen.

3. The seaplane gained speed, rose from the water, and headed north.

4. Herbert Thompson knew now that he was lost.

5. Marion Lee stepped to the door and opened it.

6. A heavy hand descended on Ned's shoulder.

*Activity 15*

In writing an imaginative story you may use an experience or an incident about which you have heard or read. Make it over until you have a good story that is natural and full of life. Arouse curiosity, use details which hold the reader in suspense, and lead to the climax. Write sentences beginning with a capital and ending with a period, a question mark, or an exclamation point (Handbook, pages 373-378). Use subordinate clauses for your less important ideas (Handbook, pages 387-390). The following titles may serve as suggestions:

1. Missing the train. 2. Footprints. 3. A fire in the big woods. 4. Stranded on the desert. 5. Losing my pocket-book. 6. Giving away a kitten. 7. The night before Christ-



REVEILLE

*Publishers' Photo Service*

mas. 8. A midnight telegram. 9. For the honor of the school. 10. A funny mix-up. 11. In a snowstorm. 12. When the levee broke. 13. A detour I'll remember. 14. Our dog saves the baby. 15. The runaway. 16. An amusing accident. 17. A burglar's mistake. 18. A queer noise. 19. A narrow escape. 20. The wrong seasoning. 21. My first trip on a train alone. 22. Saved by the life guard. 23. Unexpected company. 24. The ghost among the trees. 25. The haunted house. 26. The queer light in the garage window. 27. Strange tracks in the snow. 28. The night the dog howled. 29. Lost in the crowd. 30. A picnic. 31. A fire at our house. 32. An unlucky day. 33. After a cyclone. 34. Early morning at camp.

### UNIT 3

## CLASS CLUB ACTIVITIES

"Can you come over after school, Jean?" asked Sally in a low voice as they were leaving the home room at dismissal. "My uncle who is spending the winter in Florida sent us a crate of wonderful oranges. Mother said I might give you some. This is the first time today I've had a chance to ask you."

"Oh, I'd love to, Sally. How I like oranges! But I can't this afternoon," answered Jean. "The Library Helpers' Club meets at three o'clock and I don't want to miss that."

"I don't blame you. I wish I belonged. I've applied for membership but can't join until I've put in five more hours learning how to work in the library. Will you come over some other time?"

"How about tomorrow?"

"That will be fine."

"Thank you for asking me. I must go now. It's five minutes of three. Good-bye," said Jean as she hurried toward the library.

### Meeting of the Library Helpers' Club

PRESIDENT. The meeting of the Library Helpers' Club will please come to order. The secretary, Margaret Phillips, will read the minutes of the last meeting.

SECRETARY. The Library Helpers' Club held its regular meeting on Thursday afternoon, November 19, at three o'clock. The president, Edward Deiter, presided. Minutes of the previous meeting were read and approved. The chairman of the Fiction Committee reported that ten books had been repaired so that they could be added to the Thanksgiving baskets. A committee was appointed to arrange with Miss Hutchinson, who is in charge of the Thanksgiving



baskets, to see that the books are sent where they will be most enjoyed.

The Hospital Committee reported that the General Hospital would be glad to have more scrapbooks for the children's department.

It was moved by Mary Powers, seconded, and carried that the club spend all its time for the next few weeks on scrapbooks, so they would be completed by Christmas.

The meeting then adjourned to the workroom for a half hour of regular library work.

Respectfully submitted,  
Margaret Phillips  
Secretary

PRESIDENT. Are there any corrections or additions to the minutes? If not, they stand approved as read. Is there a report from the committee that is arranging books for Thanksgiving?

MARY CORWIN. Mr. President.

PRESIDENT. Mary Corwin.

MARY. The committee met with Miss Hutchinson and arranged to give five of the books to families in which some boy or girl is ill. The committee recommends that the other seven books be given to the Hospital Committee.

PRESIDENT. You have heard the recommendations of the committee. What do you wish to do about them?

WILLIAM DURLEY. Mr. President.

PRESIDENT. William Durley.

WILLIAM. I move that the recommendations be accepted, and that the Hospital Committee add these books to its Christmas box.

JEAN WHITE. I second the motion.

PRESIDENT. It has been moved and seconded that seven books be given to the Hospital Committee for the Christmas box. All in favor signify by saying "Aye."

MEMBERS. Aye.

PRESIDENT. All opposed say "No." The motion is carried. Are there any other committee reports?

JEAN. As chairman of the Program Committee, I want



to announce that Miss Shea, the girls' adviser, has given permission for our Christmas meeting to be in the form of a party in the library on Thursday, December 17. The Program Committee will have charge of the entertainment, and the Social Committee will take care of refreshments.

PRESIDENT. A party is always good news. Is there a report from the Social Committee?

RUTH DRAVO. Mr. President.

PRESIDENT. Ruth Dravo.

RUTH. The Social Committee asks each member to bring a ten-cent gift to be sent to the hospital with the scrapbooks. There will be no assessment for refreshments for the party. As you remember, the club voted to pay the expenses of parties out of the treasury.

PRESIDENT. The suggestion about gifts is good. I'm sure everyone will remember, and we'll all look forward to December 17. Is there other business?

GRACE COE. Mr. President.

PRESIDENT. Grace Coe.

GRACE. A new shipment of books has just come, and Miss Dickinson would like volunteers to help in the library tomorrow from 3 to 4 o'clock.

PRESIDENT. Who can arrange to assist Miss Dickinson tomorrow afternoon? Grace, please take the names of those who have raised their hands. All who have volunteered should see Miss Dickinson at the close of this meeting. Is there any other business? If not, the meeting will adjourn to the workroom.

### *Activity 1*

Answer the following questions concerning the Library Helpers' meeting:

1. How was the meeting opened?
2. What was included in the minutes of the previous meeting?
3. Who signed the minutes?
4. How was the motion made and seconded?
5. How did each speaker address the presiding officer?

6. What part was taken by the chairman of the Program Committee? Of the Social Committee?
7. How was the meeting adjourned?

### **Making a Constitution**

As you have learned in your social studies class, every organization should have a constitution. This is drawn up by a committee and then submitted to the club. To be adopted, a constitution must be accepted by vote of the group. After the constitution is adopted, it may be signed by each member.

Books on parliamentary procedure explain what to include in the constitution. A book used in the social studies class or another on the following list may be referred to:

Marsh, A. L.: *Parliamentary Law for Young People*

Wines, E. M. and Card, M. W.: *"Come to Order"*

Robert, J. T.: *Primer of Parliamentary Law*

Reeves, Walter J.: *Parliamentary Procedure*

Edmonson and Dondineaw: *Citizenship through Problems*

Dunn, A. W.: *Community Civics and Rural Life*

### **Activity 2**

Read and discuss the following constitution which was made and adopted by the WASOC Club in a social studies class:

### **Constitution and By-Laws of the WASOC Club**

#### *Constitution*

#### **ARTICLE I. NAME**

The name of this club shall be the WASOC Club — We Are Serving Our Community.

## ARTICLE II. OBJECT

The object of this club shall be to study civic problems in our community, to prepare us to be active, intelligent, social citizens, and to promote proper civic attitudes and ideals in the school and community.

## ARTICLE III. OFFICERS

The officers of this club shall be: president, vice-president, secretary, and treasurer.

## ARTICLE IV. DUTIES OF OFFICERS

Section 1. It shall be the duty of the president to preside at all meetings of the club, appoint committees, and perform such other duties as his office may require.

Section 2. In the absence of the president the vice-president shall perform the duties of that officer.

Section 3. The secretary shall keep a record of the proceedings of the club, and shall have charge of all books, documents, and correspondence of the club.

## ARTICLE V. ELECTION OF OFFICERS

Section 1. Election of officers shall be held at the end of each term.

Section 2. Officers shall be chosen by ballot. A majority shall be required for election.

## ARTICLE VI. AMENDMENTS

This constitution may be amended at any regular meeting by a two-thirds vote, the proposed amendments having been submitted in writing and read at least one week before being voted upon.

*By-Laws*

## ARTICLE I. MEETINGS

Section 1. Meetings shall be held on Thursday of each week in social studies class.

Section 2. The president may call an extra meeting when necessary.

## ARTICLE II. DUES

The dues of this club shall be in the form of assessments and shall not exceed five cents a quarter.

## ARTICLE III. COMMITTEES

Section 1. The president shall have the power to appoint committees.

Section 2. The Executive Committee, which shall be composed of the officers and faculty adviser, shall decide on the civic problems which the club shall take up. It shall meet once a week after school.

Section 3. The Social Committee shall have charge of all parties or afterschool activities of the club.

Section 4. The Program Committee shall work with the Executive Committee in carrying out plans and programs which are to be presented.

## ARTICLE IV. ORDER OF BUSINESS

The order of business shall be: calling the meeting to order; reading the minutes; reports of committees; unfinished business; new business; program or project; adjournment.

## ARTICLE V. AMENDMENTS

By-laws may be amended at any regular meeting by a majority vote.

The Constitution Committee  
Ellison Jack, Chairman  
Donald Jamison  
Walter Taylor

We, the undersigned, agree to live up to this constitution to the best of our ability.

(Signed by each member of the class.)

RECEIVED  
JAN 10 1934  
CLUB OF THE  
CIVIC LEAGUE

### *Activity 3*

Refer to the constitution and answer the following questions:

1. What is the object of this club?
2. What are amendments? How may they be made?
3. What officers does this club have?
4. What are the duties of the secretary?
5. How are the officers of this club to be selected?
6. What is the duty of the Program Committee? Of the Social Committee?
7. Who are members of the Executive Committee? What is its duty?
8. What is the duty of the Constitution Committee?
9. What is to be the order of business?
10. What is meant by the expression, "We, the undersigned"?

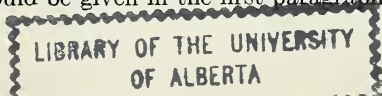
### **Presiding at Meetings**

The president or chairman who presides has the responsibility of keeping the meeting moving smoothly, of offering for consideration all motions, of preventing too heated discussion, of introducing those who take part, and of announcing the program which is presented. He may make no motions and may not vote unless the club is equally divided. Then he should cast the deciding vote.

### **Keeping Minutes of Meetings**

The chief duty of the secretary is to keep an accurate record of the meetings of the club. These rules should be followed:

1. The name of the organization, the name of the presiding officer, and the place and the date of the meeting should be given in the first paragraph.



2. The name of the person making each motion should be given.
3. Each motion should be a separate paragraph.
4. Motions should be recorded in the order in which they are made.
5. Discussion of the motion is not usually recorded in the minutes.
6. The personal opinion of the secretary should never be included.
7. The minutes should tell how the meeting was adjourned.
8. The secretary signs the minutes.

### *Activity 4*

Organize your class as a club, elect officers, and draw up a constitution. Until a president is elected, your teacher may act as temporary chairman. Then the president will have charge of the election of the other officers and will appoint the necessary committees.

### **Group Discussion**

If club meetings are to be really valuable, they should include not only the formal business, such as organizing, drawing up a constitution, and carrying on business, but also group discussion and programs.

Discussion differs from ordinary conversation in that it has a definite and serious purpose: to arrive at the truth of a question, to find a solution of a problem, or to decide what to do. In a discussion group there may be as many opinions as there are people. Each member of the group presents clearly his opinion and backs it up with facts and reasons. Then the group weigh the

ideas, select the sensible, worth-while ones, and either decide on a plan of action or by vote express the conclusions reached.

### *Preparation*

In preparation for taking an intelligent part in discussion ask yourself, "What do I know about the subject?" Write your ideas on paper. Next talk with your family and friends and get their ideas. Also go to the library and look for newspaper clippings, magazine articles, and books on the subject. Then think out what you are going to say in the discussion and make a brief outline. Discard any facts which do not bear directly on the subject.

### *Joining in Group Discussion*

1. At the proper time state clearly and concisely your ideas. Base your remarks on facts and the opinions of authorities.

2. Speak clearly and distinctly.

3. Listen attentively to the opinions of others. By carefully following the discussion you will be able to comment intelligently on what has been said, to point out faulty arguments and poor thinking, and to make helpful suggestions.

4. Stick to the subject.

5. Don't monopolize. Others have ideas and enjoy contributing them.

6. Be courteous. Sarcasm and downright contradiction only arouse anger and make it more difficult to arrive at a conclusion or solution agreeable to all members of the group.

7. Accept cheerfully the decision of the group.

*Discussion Leader*

Just as laborers need a foreman or manager to supervise and direct their work, so a group discussion needs a leader. The discussion leader has four duties:

1. *To keep the discussion on the subject.* For the sake of clearness he should state at the beginning the subject and the main points to be covered. If a speaker wanders from the subject, the chairman reminds him of the topic under discussion. The leader may at any time sum up the points already made.

2. *To give everybody a chance to contribute.* The chairman courteously reminds a talkative pupil when his time is up, and with a question draws out a timid one.

3. *To keep the discussion peaceful.* When the chairman is fair, businesslike, courteous, and good-natured, pupils, as a rule, discuss in a friendly spirit.

4. *To keep the discussion moving forward.* At the end the leader may sum up the conclusions reached or call on a member for such a summary.

*Activity 5*

Read the following summary of a discussion which occurred in an eighth-grade class and answer these questions:

1. What was the subject under discussion?
2. What opinions were offered?
3. How was the question settled?
4. What was the purpose of the discussion — to arrive at the truth, to find a solution of a problem, or to decide what to do?

After the class in social studies had discussed the steps which a foreigner must take to become a citizen of the United



States, Lieselotte arose. "Miss Green," she asked, "what will I have to do to be eligible to vote when I become of age?"

"Aren't you a citizen, Lieselotte?" asked Miss Green.

"I'm not sure," answered Lieselotte. "I was born in Holland and was only two years old when my family came to this country."

Amelia raised her hand. "Miss Green, I think Lieselotte is a citizen because she has gone to school and could pass the literacy test."

"I know about that, Miss Green," volunteered Gaetano. "She is a citizen if her father is."

"My father got his citizenship papers about eight or nine years ago," said Lieselotte.

"We discussed these questions," explained Gaetano, "in Current Events Club a few days ago when I gave a report about Professor Einstein's taking out his first papers. I got a bulletin from the Chamber of Commerce. One of the points brought out was that children become citizens if they are under eighteen years of age when their parents receive their final papers."

"Gaetano has given us definite information," said Miss Green, "so you needn't worry, Lieselotte."

"I'm glad that's settled," remarked Lieselotte, smiling.

— PUPIL

### *Activity 6*

Prepare to take an active part in the discussion of as many of the following topics as the class selects or the teacher assigns. Watch the agreement of your verbs and subjects (Handbook, pages 284-294).

1. Is success in life influenced by one's speaking or writing?
2. How may a boy or girl be a good citizen?
3. Should every seventh- and eighth-grade pupil belong to a club?
4. Are there more opportunities for serving one's country in war or in peace?
5. Should every child own a pet of some kind and care for it?
6. Should public gymnasiums take their place

beside public libraries? 7. Should two extra school periods be substituted for homework? 8. Are scientists more important to modern life than musicians? 9. What radio programs are worth listening to? 10. What are the qualities of a good moving picture? 11. What are the best moving pictures of the year? 12. Choosing a vocation. 13. Slang. 14. Why this is a good community in which to live.

### *Activity 7*

Bring to class a magazine article or newspaper clipping in which you are interested. Read it at a meeting of your club. Listen attentively to the other articles read.

### **Programs**

Good programs add to the interest in club meetings. A committee may be responsible for each meeting, or the entire club may decide on the type of program which is to be given. If groups are formed, and if each group prepares a program for an assigned date, interesting meetings are assured.

One such group was asked to present a program on good manners. In order to get correct information they consulted the following books:

Pierce, Beatrice: *It's More Fun When You Know the Rules*

Stevens, William O.: *The Correct Thing*

Clark, Mary E. and Quigley, Margery Closey: *Etiquette, Jr.*

Faculty of the South Philadelphia High School for Girls:  
*Everyday Manners for American Boys and Girls*

After working together, they decided to dramatize everyday situations in which good manners might be put into practice. The leading parts were taken by

two boys. The first scene showed Billy telephoning to George before school, and the last scene showed them attending a movie. Good manners in the following situations were dramatized:

1. In using the telephone. 2. In keeping appointments. 3. Toward new pupils. 4. In the halls at school. 5. Toward the teachers. 6. In the assembly. 7. Toward the flag. 8. In the library. 9. In a streetcar or bus. 10. In a hotel dining room. 11. In an elevator. 12. At the movies or a concert.

### *Activity 8*

Divide the class into groups and plan programs for the class club meetings for the term. Some of the following suggestions may be helpful:

1. Know Your School Program. A group review the opportunities offered in school. This is good for a September meeting.

2. The Library Table. Characters in books come to life and create interest by a discussion of themselves.

3. Round the World in Forty Minutes. Each pupil in the group tells of an interesting place he has seen or read about.

4. A School Spirit Program. A group show how school spirit will better the conditions in the lunchroom, in the corridor, on the playground, and at school games.

5. A Demonstration Program. Each member of the group explains how something is made — for example, hammered brass book ends, silver rings, or hooked rugs.

6. A Safety Program. Pupils show how carelessness causes accidents and dramatize the safe way of crossing the street and getting on and off streetcars.

7. The Late Family's Troubles. A group dramatize the happenings of a day spoiled because of tardiness in the morning.

8. The Keys to Health. A group demonstrate some health rules.

9. A Motion Picture Review. Several pupils review recent motion pictures which they have enjoyed.

10. Hobby Day. Those interested in hobbies tell others what they are doing with stamps, kodak pictures, sketching.

11. Embarrassing Moments. Several pupils tell of amusing experiences they have had.

12. A Marionette Show. A group show how marionettes are made and how they work and give a short marionette or puppet show.

### Introducing, Presenting

Your class club may be asked to be responsible for an assembly program. In that case the presiding officer may have to introduce the speaker or to present a gift from his class or the school to a teacher or the principal. Such speeches should be short but give the necessary information.

#### *Examples:*

This morning we are to have the pleasure of hearing the Madison Glee Club sing for our assembly. The club is conducted by Mr. Biddle, and the soloists are Margaret Meyer, soprano, and Anthony Turiano, baritone. I am glad to introduce Jerome Smith, president of the club, who will be in charge of the program. — PUPIL

We have all dreamed of visiting distant countries and seeing strange sights. The next best thing to doing that ourselves is having someone else tell of his journeys.

Several weeks ago Joseph Platt, a former Jeffersonian, returned from a wonderful trip around the world. This morning we are to have a treat, as he is going to tell us some of his experiences on board a freighter and in various ports. Mr. Platt. — PUPIL

### *Activity 9*

Choose one of the following and prepare a suitable speech for the occasion. Avoid confusion of adjectives and adverbs (Handbook, pages 308-310).

1. As president of your student organization, introduce to the assembly an explorer, such as Martin Johnson, or any distinguished visitor.

2. As president of the Junior Corps, welcome to the assembly a group of visitors from another school, the mayor of your town or city, the superintendent of schools, or a former principal.

3. As president of the Glee Club, introduce to the assembly a glee club from another school, which will sing several selections.

4. As president of your class, present a gift to your principal, to your class sponsor, to a teacher who is leaving, or to the school.

5. As a representative of your class, present flowers to the music director or dramatic coach.

6. As president of the Athletic Association, present a gift to the athletic coach or a prize to a student for the best athletic record.

### *Self-Test*

1. Do I know enough about parliamentary law to do the following:

- a.* Open a meeting?
- b.* Preside at the election of officers?
- c.* Assist in drawing up a constitution?
- d.* Keep accurate minutes of a meeting?
- e.* Introduce a speaker in assembly?
- f.* Assist in organizing an afterschool club?

- 2. Am I courteous in discussion?
- 3. Do I contribute to discussion without monopolizing?
- 4. Do I listen to the opinions of others?
- 5. Do I accept cheerfully the decision of the group?

## UNIT 4

# EXPLAINING AND DIRECTING

### Why Learn to Explain?

Preston was hot and tired. How his feet hurt! Friday afternoon and all day Saturday he had been one of a safety patrol group who had acted as guides at the Rotary Club Convention. He had never realized that people could ask so many questions. Every man and woman seemed to want to know how to find someone or go to the station, the airport, or a hotel. Just now he and several of the other boys had slipped into rear seats of the convention hall.

Suddenly his attention was attracted. The president was speaking. "Before we adjourn, I want to make special mention of the excellent assistance of the safety patrol. We have all appreciated their courtesy and accuracy in giving directions. Will the members of the patrol who are in the room please come to the platform."

Preston couldn't believe his ears. The president was calling for him and the other boys! He found himself going toward the platform, while in his ears sounded enthusiastic applause.

These boys had rendered a valuable service. They had given directions and answered questions. Could your directions be followed? To be worth while an explanation must be clear, accurate, and complete. If you have only a hazy idea, you cannot explain clearly.

### *Activity 1*

Perhaps one of your faults is that you have a general idea about many subjects but are not particular about getting exact information. Would you actually know what to do if you were lost in the woods? Read the rules sent out by the Pennsylvania Forestry Service. How accurately could you give them to someone else?

#### If You Are Lost in the Woods

1. Sit down and rest. Study the lay of the land; try to find out where you are.
2. Don't yell for help, and don't wear yourself out trying to run through undergrowth or pushing through drifted snow.
3. Don't walk aimlessly. Travel only downhill. Follow a stream downwards, if possible. It usually leads to a habitation.
4. Don't try to find a way out during the night or in a storm or fog. Find a sheltered place and make camp. Gather plenty of dry wood and build a fire in a safe place. Be careful not to set the woods on fire and to extinguish your camp fire before leaving.
5. If you are injured, build a smoke signal fire, if possible, in an open spot on a knob or ridge top.
6. Don't lose your head and don't give up.

### *Activity 2*

How many of the following do you know enough about to explain? Make a list of those about which you have accurate information. Choose one topic, and be ready to explain it in class.

1. How to make a snare.
2. How maple sugar is made.
3. How to set up a Christmas tree.
4. How to kindle a fire



without matches. 5. The purpose of the Junior Red Cross organization. 6. How to display the flag. 7. How to tell the difference between mushrooms and toadstools. 8. How to get breakfast at camp. 9. What first aid to give to a person who is burned. 10. How to stop bleeding from a cut. 11. How to locate the North Star. 12. How to plant sweet peas. 13. When to set out bulbs. 14. How to broil steak at a picnic. 15. What causes thunder.

### **Asking for Directions and Giving Them Clearly**

Ask for directions politely and in such a way that there will be no doubt about what you want to know. If you wish to go to the New York Central Station, ask for that station.

Directions which are inaccurate are useless. Suppose that a stranger asks you how to go to Mr. Sutton's home. If you tell him to turn left at the next corner and walk three blocks along Chestnut Street when you should have said turn right and walk two blocks on Chestnut Street, your directions are not only worthless but cause annoyance and loss of time.

### *Pictures and Diagrams*

Pictures or diagrams are often helpful in making an explanation clear. If you are telling how to make a sailboat or how to go from your home to school, you will be apt to use gestures or a diagram. Be sure that your drawings accurately illustrate what you are explaining.

### *Activity 3*

Read the directions given in the following paragraph and study the diagram illustrating them:

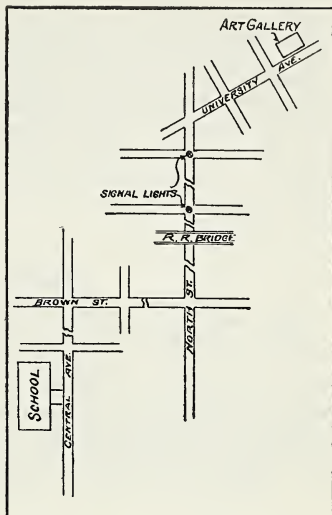


To reach the art gallery from the Wilson School turn to the left as you come from the main entrance; walk down Central Avenue to Brown Street; turn right and walk to North Street; then turn left, go under the elevated tracks, pass two signal lights, and continue to University Avenue. Turn right on University Avenue and walk two blocks. The large stone building on your left is the art gallery. — PUPIL

#### Activity 4

The class were discussing how to give directions clearly. When Stan's turn came, he told an incident which had happened during his vacation. After you have read his directions, draw a diagram to illustrate them. Then answer the following questions:

1. Are the directions clear?
2. What landmarks are mentioned?
3. How are distances indicated?
4. How do landmarks help?



A DIAGRAM OF DIRECTIONS FOR GOING  
FROM THE SCHOOL TO THE  
ART GALLERY

One day last summer when I was visiting at my uncle's farm in Iowa, a big car drew up in front of the house and a man called, "Is this the road to Ames?"

Fortunately, only a few days before, I had gone with my

uncle to Ames and knew that the stranger was on the wrong road.

"No," I answered, "you are several miles out of your way, but I'll tell you a short cut that will bring you to the concrete road which goes to Ames. Turn around and go back about two miles to the gas station. Turn to your right at the gas station and follow that road until you cross a one-way bridge. Turn right at the schoolhouse just beyond the bridge and keep that road until you come to the concrete. There you will find a signboard that will direct you to Ames." — PUPIL

### *Activity 5*

Your cousin is coming to visit you and has asked whether you think it best for him to drive or come by train or by bus. Choose any one of the three ways and give directions for reaching your home. Draw a diagram. Occasionally use a relative clause to make your explanation clearer (Handbook, pages 352-354).

### *Activity 6*

Prepare to explain accurately to the class how to go from your school to one of the following: the post office, a railroad station, a church, your home, a theater, the zoo, a park, the baseball field, a skating pond, a swimming pool, a picnic ground, a store, a bank, a bus terminal, a gymnasium, an airport, a library, a factory, a playground, another school, a hospital, the dental dispensary, the telegraph office, a garage, a doctor's office, Scout Camp.

First explain the route without a diagram. Then explain it with a map or diagram. Tell whether the person will walk, drive, or go by bus or by trolley.

### *Activity 7*

Divide the class into small groups. Each group will dramatize a scene which might take place the first day of school. Some will take the part of new pupils asking for information; others will be the old pupils. Choose one of the following suggestions or others particularly suitable to your school. Be clear and accurate.

1. How to go from your room to the lunchroom, the library, the auditorium, the office. 2. How to go from the front door to the gymnasium, the art room, the adviser's office. 3. When and how to register for classes. 4. How to find the shop supervisor's office, the machine shop, a cooking room.

### *Activity 8*

Imagine that your class has been chosen to tell the entering classes about the various school organizations. Select a topic and prepare to explain it clearly and accurately.

1. How our home-room group is organized. 2. What the duties of class officers are. 3. How class officers are elected. 4. What the duties are of the guardians of the park or grounds, the Locker Committee, the Corridor Committee, the Lunchroom Committee. 5. How school banking is carried on. 6. How our home room is represented in the Student Forum or Student Council. 7. Who is eligible to be an officer of the Student Forum. 8. How these officers are elected. 9. What our school creed means. 10. What the requirements are for the citizenship honor roll, the scholarship honor roll. 11. How we may use the library. 12. Why we have assembly periods. 13. How one may become a member of the band, orchestra, or glee club. 14. How the home-room athletic teams are organized. 15. How one may become a member of the school athletic teams. 16. What it means to be a citizen of our junior high school.

## Outlining

The success of your explanation depends largely on your ability to select the most important facts. Jotting down in outline form the points which you consider important gives you a definite plan for a talk or a composition. The following shows how a class worked together in preparing an explanation of the "Qualifications of a Class President." First the pupils jotted down more or less at random all their ideas on the subject; then from this list they developed an outline.

### Qualifications of a Class President

1. Is popular
2. Has the confidence of his classmates
3. Can conduct a meeting
4. Possesses leadership ability
5. Has good scholarship ratings
6. Is on the basketball team
7. Co-operates with the teachers
8. Gets along well with others
9. Works willingly
10. Has ability
11. Plays in the orchestra
12. Is interested in improving the school
13. Is enthusiastic
14. Is dependable

Do all the topics refer to a person's qualifications for the class presidency? Are all the topics equally important? After considering all the points they decided that the qualifications could be grouped under these main topics:

1. Has ability
2. Is popular
3. Is enthusiastic

The other points which are important because they explain the main topic were added as subtopics. Because some did not refer to the topic, they were omitted. Here is the completed outline.

### Qualifications of a Class President

- I. Has ability
  - A. Possesses leadership ability
  - B. Can conduct a meeting
  - C. Is dependable
  - D. Has good scholarship ratings
- II. Is popular
  - A. Has the confidence of his classmates
  - B. Co-operates with the teachers
- III. Is enthusiastic
  - A. Works willingly
  - B. Is interested in improving the school

### How to Outline

An outline may be in either sentences or topics.

1. The main topics are numbered I, II, III, and the subtopics under each main topic are lettered *A*, *B*, *C*. Subtopics under capital letters are numbered 1, 2, 3.

2. Subtopics are begun farther to the right than the main topics. The second line of a topic is indented farther than the first line.

3. The numbers for the main topics must be kept directly under each other, and the letters for the subtopics must also be kept in a vertical line.

4. Capitalize the first word of each topic and other words that would be capitalized in a sentence.

5. Place a period after each number and letter.

6. Never write a single subtopic. Instead, include the idea in the main topic. If this is not practical, divide the subtopic into two.

7. Express all topics of the same rank in similar form. In a sentence outline all topics are sentences. In a topical outline, if I is a noun, then II and III must be nouns. If *A* is a phrase, *B* and *C* must be phrases.

*Example of topical outline:*

### Poison Ivy <sup>1</sup>

- I. Why dreaded
  - A. Causes painful irritation
  - B. Is highly infectious
- II. How recognized
  - A. Three-leaved foliage
  - B. Greenish-white flowers
  - C. Waxy-white berries
  - D. Shrub or vine
- III. What parts most dangerous
  - A. Broken leaves
  - B. Broken stems

One of the most dreaded plant pests is poison ivy. The slightest contact with this plant brings about an extremely painful irritation, swelling, and itching. Some people are so easily poisoned that they are affected even by handling garden tools or clothing of others who have walked on this plant.

Poison ivy is known by its compound leaf which is made up of three leaflets. Its flowers are greenish white and the berries are waxy and white. It grows either as a shrub or as a climbing vine, and may be found in almost every state in the Union.

The parts of the plant which one should avoid touching are the broken leaves and stems from which the sap comes, as

<sup>1</sup> Adapted from an article by J. B. McNair in *Safety Education*.

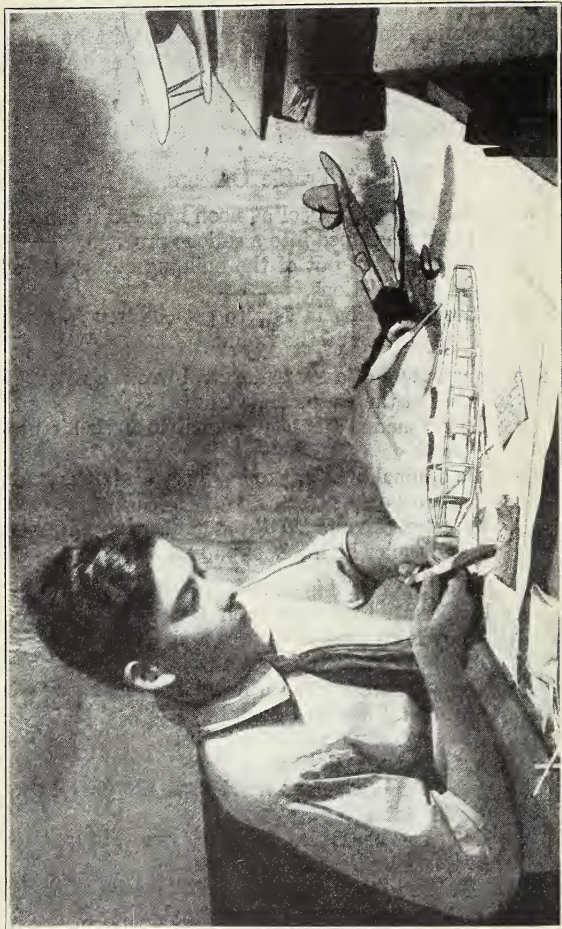
it has been proved that the sap contains the poison. Consequently the springtime, when the plants are just budding, is the time of the year when cases of poisoning are most frequent.

*Example of sentence outline:*

### Student Traffic Officers

- I. The traffic near the school at noon and afternoon dismissal had developed into a serious problem.
  - A. Pupils poured out of the building and scattered in all directions.
  - B. Parents coming in cars to get children at lunch time increased the traffic.
- II. The organization of a student patrol was suggested by a member of the Automobile Club.
  - A. He persuaded the city council to back his proposal.
  - B. His original plan was to have patrols in the grade schools only.
  - C. He later encouraged the organization of junior and senior high school patrols.
- III. The plan of the patrol is simple.
  - A. It operates four times each day.
  - B. A boy is on duty only once each day.
  - C. Two boys are on duty at a time.
  - D. The boys wear a small metal badge bearing the words: "A.A.A. Student Patrol."
  - E. The boys have cards on which they make out reports of violations.
    1. The cards are turned in to the patrol captain.
    2. The cards are taken to the principal for his signature.
    3. The cards showing violations by students are kept by the principal.
    4. Violations by motorists are reported to the chief of police.



*Ewing Gallows***MAKING A MODEL AIRPLANE**



### Activity 9

Write an outline of each of the following explanations. Use either topical or sentence form. Do not combine the two forms in one outline.

#### Building a Camp Fire <sup>1</sup>

The only sure way of building a fire is as follows: Hold a piece of birch bark in your hand. Shelter your match all you know how. When the bark has caught, lay it in your fireplace, assist it with more bark, and gradually build up, twig by twig, stick by stick, from the first pin point of flame, all the fire you are going to need. It will not be much. The little hot blaze rising between the parallel logs directly against the aluminum of your utensils will do the business in very short order. In fifteen minutes at most your meal is ready. And you have been able to obtain hot food thus quickly because you were prepared.

It is no joke to light a fire in the rain. An Indian can do it more easily than a white man, but even an Indian has more trouble than the storybooks acknowledge. You will need a greater quantity of birch bark, a bigger pile of resinous dead limbs from the pine trees, and perhaps the heart of a dead pine stub or stump. Then, with infinite patience, you may be able to tease the flame. Sometimes a small dead birch contains in the waterproof envelope of its bark a species of powdery, dry touchwood that takes the flame readily. Still, it is easy enough to start a blaze — a very fine-looking, cheerful, healthy blaze; the difficulty is to prevent its petering out the moment your back is turned.

#### May Day Customs in Different Lands

Every country has had its own particular method of celebrating May Day, and so we go borrowing for ideas for our own celebration.

<sup>1</sup> Reprinted from *The Forest* by Stewart Edward White, with permission of Doubleday, Doran & Company, publishers.

First let us away to Ancient Rome, where from April 28 to May 3 the people celebrated the feast of Flora, the goddess of flowers. The children, garlanded in flowers, danced along the street to meet at a huge white-pillared building called the Temple of Flora. At the altar the priest received the gift. Afterward the children twined their wreaths around the ancient marble columns of the temple.

On May Day in Greece the people offered thanks to their gods for the return of spring. They celebrated with games, dancing, and plays. One of their games was blindman's buff.

The French are great observers of May Day. They have an impressive church celebration, for which money is given throughout the year. One of the most popular customs is the planting of the May. This was started in 1380 when Charles VI ordered a hawthorn tree to be planted at the palace gates. Now in many places are to be found hawthorn hedges, which in spring are beautiful with their pink and white blossoms.

England seems to be the home of most of the May Day customs. Long ago the druids celebrated by lighting high bonfires, a custom which still lives in Ireland and Scotland. The most delightful English customs, however, are the giving of May baskets and the winding of Maypoles, which have been used for years by many nations. — *American Girl*

### Activity 10

Making notes as you study helps you to remember the main points of the lesson. Read carefully and make notes in outline form on the following topic in general science.

#### Weather <sup>1</sup>

One of the most important things in this big country of ours is weather, for upon weather depends the health and

<sup>1</sup> Reprinted by permission of the authors and publishers from *Our Environment, How We Adapt Ourselves To It*, by Carpenter and Wood, published by Allyn and Bacon.

comfort and much of the pleasure of all living things. Bad weather brings the cold or the drought that destroys crops; the floods that wash away bridges, river banks, and buildings; or the storms that destroy lives. Good weather brings the sunshine and the rain that make people well and happy, crops abundant, and life worth living.

In nearly every human endeavor weather plays a part. It affects the merchant and his sales; the doctor and the diseases he treats; the engineer and his building; the hotel man and his resort; the lawyer and his court proceedings; the gardener and his soil culture.

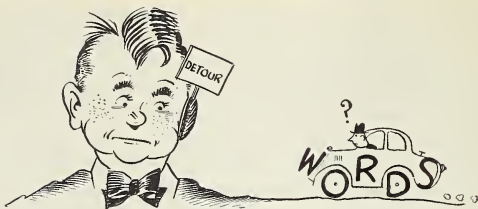
One of the most helpful things the government has done for us is to establish a weather bureau which foretells changes in weather conditions. Thus the farmer is warned of frost and freezing; the aviator is warned of fog and storm; forest-fire wardens are warned of impending droughts; fishermen are warned of storms at sea.

### *Activity 11*

Bring to class a short outline which you have made in social studies or science class. Be prepared to place it on the blackboard and to give a report on the topic from the outline. After you have spoken, your classmates will discuss the clearness, accuracy, and interest of the report, and ask you questions about the topic.

### *Activity 12*

Make an outline of a short article, which you have read in a book or a magazine, telling how to make something or how to do something. Your outline may be in topical form as illustrated on page 67, or in sentence form as illustrated on page 69. Bring the article and the outline to class. The best outline may be posted on the class bulletin board for other members of the class to examine.



### Listening

A clear, accurate explanation will be of little value to you if you do not pay attention. Are you in the habit of half-listening? This discourteous habit grows rapidly. Keep your attention on the speaker.

### Activity 13

If your school is equipped for the radio, tune in on one of the short School of the Air programs in science or guidance. Follow the directions of the speaker. Take notes on what is said or done. At the close of the broadcast compare notes. See who is the most attentive listener and got the most from the program.

### Building Paragraphs

A topic sentence tells briefly what you are going to explain in the paragraph. The arrangement or the order in which the details come is often shown by such words as *first*, *next*, *thus*, *now*, *after this*, and *finally*. When the thought no longer refers to the topic sentence, begin a new paragraph. Improve your sentences by omitting useless words (Handbook, pages 318-321).

### How to Do Something

People learn in various ways how to do things: (1) by unconsciously imitating others, as a baby does in be-

ginning to walk or talk; (2) from experience, as you do when you are teaching yourself how to ski; (3) by example, or demonstration, as you do when a friend shows you how to play a new game; (4) from explanation by others, as in following a rule or recipe.



*Courtesy Fox Meadows Elementary  
School, Scarsdale, New York*

#### REPAIRING A REAL AIRPLANE

### *Activity 14*

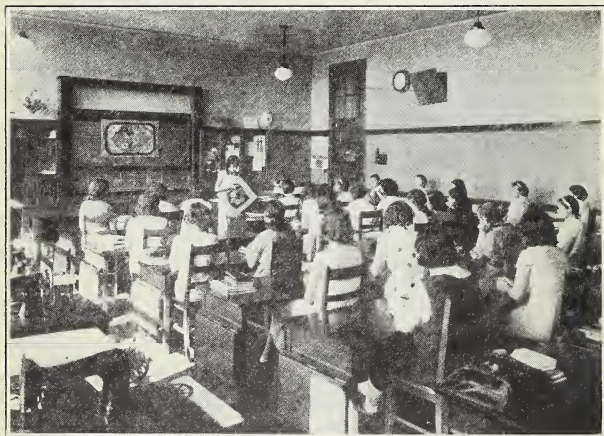
Prepare to explain in class how to do one of the following. Write an outline; then either write or give orally an explanation so clear and accurate that everyone in the class will understand what to do. Use a

topic sentence in each paragraph. Include necessary details but omit useless words (Handbook, pages 318-321). Avoid errors in the use of such verbs as *see*, *do*, *come*, *sit* (Handbook, pages 272-280).

1. Wash a sweater. 2. Set the table for a luncheon. 3. Pack a picnic lunch. 4. Take a picture. 5. Develop a film. 6. Bathe a dog. 7. Feed a dog or cat. 8. Care for a canary. 9. Care for a horse. 10. Saddle a horse. 11. Trim rose bushes. 12. Tap a maple tree. 13. Conduct a business meeting. 14. Pack a blanket roll. 15. Put up a tent. 16. Take care of a bicycle. 17. Remove fruit or ink stains. 18. Transplant seedlings.

### How to Make or Build Something

Explanation is a shorthand language. No words should be wasted. At the beginning attract the attention of your classmates. Make the explanation clear by use of details, comparisons, or examples.



EXPLAINING HOW TO MAKE A HOOKED RUG

*Furlong*



### *Activity 15*

Knowing how to do some cooking and baking is valuable to boys and girls both at home and at camp. Read the following explanation and answer the two questions.

1. How many steps are there in this process?
2. What connecting words are used?

#### How to Make Baking-Powder Biscuits

- |                           |                          |
|---------------------------|--------------------------|
| 2 cups flour              | 2 tablespoons shortening |
| 5 teaspoons baking powder | 1 cup milk               |
| 1 teaspoon salt           |                          |

First mix together the flour, salt, and baking powder, and sift the mixture twice. Then with a knife or your fingers work in shortening. Add the milk slowly. After the batter is completely mixed, put it on a floured board — or a floured paper if you are at camp. Pat it down until it is about one-half inch thick. Cut with a biscuit cutter and bake about 15 minutes in a hot oven.

The trick of making good biscuits is to have them not too stiff, and to bake them quickly in a hot oven. — PUPIL

### *Activity 16*

Prepare to explain clearly how you would make one of the articles in the following list or one of your own choice. Be accurate. Use a diagram if you wish. Plan your topic sentences and develop the paragraphs carefully. Use some complex sentences (Handbook, pages 387-388).

1. A birdhouse.
2. A cabin in the woods.
3. A valentine box.
4. A sailboat.
5. A leather pocketbook.
6. A silver ring or bracelet.
7. A rag doll.
8. A Japanese garden.
9. A bow and arrow.
10. Cocoa.
11. A wood or a coal fire.

12. Fudge, taffy, butterscotch, or stuffed dates. 13. A model airplane. 14. A raft. 15. A scrapbook. 16. A kite. 17. A snow man. 18. Pancakes. 19. Angel cake. 20. A wooden toy. 21. A sled. 22. Popcorn balls. 23. A rat trap. 24. A jigsaw puzzle. 25. Carved soap figures. 26. A lamp shade. 27. A chicken coop. 28. A dog kennel. 29. A pin-hole camera. 30. A dress. 31. A bookcase. 32. Apple or chocolate pie. 33. Ice cream. 34. A boudoir pillow. 35. A rock garden. 36. Any article you have made at home or in school. 37. Soap. 38. A birdbath. 39. Marionettes.



*Courtesy Rochester Memorial Art Gallery*

#### CHILDREN CASTING THEIR WORK IN PLASTER

### Explaining by Demonstration

What can you do exceptionally well? What is your hobby? Perhaps you can take good pictures, do some



tricks of magic, or make a delicious cake. Can you explain clearly how to do something or how something works? Try demonstrating while you talk. For example, a boy who plays golf well explained in a class various positions, different clubs, how to drive, and how to putt. Another who makes clever figures and heads from papier-mâché showed the material he uses and explained how to design and make the figures.

The following demonstration was given by an eighth-grade girl:

### Chocolate Fudge

Do you like fudge? I hope so. I made some from the recipe that I am going to give you, and Miss Kingsley has given me permission to pass it. After you have had a sample, you will know whether you will care to use my recipe.

Since Miss McCarty has said that I may make the fudge during cooking class today, I have brought the materials and have here, as you see, the saucepan, spoons, measuring cup, and all the ingredients. On the blackboard is the recipe:

2 cups granulated sugar	1 tablespoon butter
$\frac{3}{4}$ cup milk	$\frac{1}{2}$ cup chopped nuts
2 squares chocolate	1 teaspoon vanilla

First measure the sugar and put it into the pan. Then add the milk and the chocolate. Do not put in the butter until the fudge is almost done. Cook the mixture over a slow fire, stirring only occasionally, until a little dropped into cold water will form a soft ball. Then remove the pan from the fire and let it stand until the fudge is cool. Put in the vanilla and beat the candy with a wooden spoon. Just before it is ready to be poured out, stir in the chopped nuts. If you would like to sample this fudge, wait in the home room at the close of school. — PUPIL



MAKING BASKETS

*Activity 17*

Choose for demonstration one of the following topics or any other you prefer. Make your plans and bring to class all the articles you will need. Each speaker will be limited to three minutes. Watch the agree-

ment of your verbs and subjects (Handbook, pages 284-294).

1. Making a block print. 2. Fencing. 3. Playing an accordion. 4. Painting a picture. 5. Making a poster. 6. Reading a sun dial. 7. Caring for goldfish. 8. Ironing a shirt or dress. 9. Cutting out a dress from a pattern. 10. Making a dress. 11. Making crocheted, knitted, or hooked rugs. 12. Setting water or finger waves. 13. Making a tool. 14. Demonstrating lifesaving. 15. Giving first aid for cuts, sprains, burns. 16. Showing pictures of a trip — with or without a projectoscope. 17. Performing magic tricks, card tricks. 18. Making salads, mayonnaise. 19. Framing a picture. 20. Making root beer. 21. Making taffy or any candy. 22. Making baskets. 23. Making a model airplane. 24. Making a bow and arrow. 25. Covering paper boxes. 26. Wrapping Christmas gifts. 27. Making paper flowers. 28. Arranging a scrapbook. 29. Making a relief map from putty or papier-mâché. 30. Making chocolate cake. 31. Showing how any one of the following works: an automobile jack, a kodak, a glider, a mousetrap, an electric bell, a fountain pen, an automobile horn. 32. Explaining how an invention of your own works.

### How to Play Games

Have you ever explained a new game to some friends and then discovered to your amazement that they didn't understand it? If so, you realized that your explanation was a failure. Perhaps you were trying to explain too difficult a game. Such games as baseball and football require elaborate directions. Whole books have been written about them. Only simple games can be described in a short composition.

### *Activity 18*

Read the explanations of the three games. Which is the clearest? Which explanation is not clear? What

necessary information is omitted? Be ready to explain one of the games.

### Kick-the-Stick

This is how to play kick-the-stick. It is played in an open space out of doors with a stick about six inches long and one inch in diameter. There are from four to eight players and four bases, — first, second, third, and home. A player is chosen to be "it," and the others line up at "home."

The stick is kicked by the first one in line at "home." The one who is "it" must chase the stick and bring it back to "home"; and if the runner is off base, "it" may touch "home" and call the person's name. The one caught then becomes "it." The one on base may not run until the stick is kicked. — PUPIL

### Weathercocks <sup>1</sup>

The players are divided into four equal groups, each one representing a direction of the compass — north, south, east, and west. One player is the Wind and stands at the center of the groups. The players of each group stand in straight lines radiating out, like the lines of a compass, from the center of the field, where the Wind stands.

```

      x
      x
      x
x x x W x x x
      x
      x
      x

```

The Wind points in one direction and calls out the name — "North!" for instance. As those representing North are naturally facing that way, they do not move, but those who are South must turn the other way. East and West do not

<sup>1</sup> From Elliot and Forbush's *Games for Every Day*, by permission of The Macmillan Company.

move. Thus three directions keep still and the fourth faces the direction called by the Wind.

When the Wind shouts "Tempest!" all must turn rapidly around three times, returning to their former positions. At "Variable!" all must teeter back and forth until the Wind cries some other point.

Those who move when they should not, or fail to move when they should, drop out and later pay forfeits.

### Making a Will

Pass to each person present a piece of paper and a pencil. Have each one write his or her name at the top, and after the name write the word *wills*. Divide the paper into four columns. Number from one to five down the second, third, and fourth columns, leaving the first one blank. The paper should look like this:

#### JOHN CARTER WILLS

I	II	III	IV
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5

In the second column write the names of five persons present to whom you would like to will something.

Next fold column I over column II, so that no one can see what you have written. Each person then passes his paper on to his neighbor at the right.

On the paper you receive, write in column III the names of five articles you own, the funnier the better. Fold the paper again and pass it on as before.

In column IV of the paper you just received, write five

ways to use different articles. Fold the paper again and pass it on.

Now comes the fun. Each one opens the will he holds and reads it aloud. For example:

John Carter wills June Harris a fountain pen for washing dishes. — PUPIL

### *Activity 19*

Select one of the following games or any other with simple rules, and explain it so that any member of the class will be able to play it. If you know a game which nobody in the class has ever played, explain it. You may draw a diagram if it will help you explain. Instead you may show how to perform a trick.

1. Going to Jerusalem. 2. Authors. 3. Lotto. 4. Old maid. 5. Leapfrog. 6. Cross questions. 7. Up, Jenkins. 8. Ping-pong. 9. Croquet. 10. Thread-needle. 11. Forfeits. 12. Treasure hunt. 13. Three deep. 14. Tug of war. 15. Fox and geese. 16. Pachisi. 17. Poison. 18. Ten-pins. 19. Duck on the rock. 20. Charades. 21. Odd man's cap. 22. Hare and hounds. 23. Blindman's buff. 24. Centipede. 25. Drop the handkerchief. 26. Black and white. 27. Tag. 28. Jacob and Rachel. 29. Pom-pom pull-away. 30. Prisoner's base. 31. Spin the platter. 32. Still water; no moving. 33. London Bridge. 34. The King of France. 35. Slipper slap. 36. Game of nations. 37. Musical guessing contest. 38. Geographical game. 39. Girls' names contest.

### **Giving a Definition**

You may think that you know what a word means and yet find that you cannot give an exact definition. The following is a good device for working out and remembering definitions:

NAME	CLASS	PARTICULAR QUALITIES
1. A philanthropist is	a person	who loves people and works to improve their lives.
2. The Milky Way is	a faintly luminous belt	which stretches across the sky.
3. A pod is	a case or shell	in which plants like peas and beans grow their seeds.
4. A geyser is	a hot spring	which sends up at frequent intervals a jet of hot water.
5. Ginger is	the root	of a tropical plant.

### Activity 20

Write definitions of ten of the following words:

budget	papoose	tariff	gravitation
equinox	bacteria	binoculars	pollen
armistice	copyright	lasso	granite
humus	germ	pulse	polo
biplane	fog	bleachers	winter

### Mistakes in Definitions

A boy defined a school as a building where people study. That is not a good definition, as one studies at home, in a library, or even on a train.

In giving the meaning of a word, avoid using *is when* or *is where*; as, *A store is where goods are kept for sale*, or *Winter is when it is cold*.

### Examples of correct definitions:

A store is a place where goods are kept for sale.

Winter is the coldest season of the year.

### Activity 21

Write your own definitions of the following common words. Check your definitions with those given in the dictionary, correct errors, and rewrite if necessary.



a box	a chair	a hem	a helmet
a needle	a valley	a table	a house
a pond	a circus	a pencil	a ditch

### Explanation and Illustration of Proverbs

A proverb is a brief saying which has a hidden meaning. Many proverbs you know well, but can you explain them to someone who does not understand them?

#### *Example:*

He who has begun has his work half done.

This proverb means that the hardest part of doing work is getting at it. Instead of putting off a task and worrying about it, much time and energy may be saved by starting it at once. Attack the work that is to be done and you are through before you know it.

### *Activity 22*

Choose one of the following proverbs and explain its meaning. Select, if possible, one no other pupil has taken.

1. A stitch in time saves nine.
2. All that glitters is not gold.
3. The worst wheel always creaks most.
4. A penny saved is a penny earned.
5. Pride goeth before a fall.
6. Don't cry over spilt milk.
7. A bird in the hand is worth two in the bush.
8. His bark is worse than his bite.
9. It never rains but it pours.
10. A short time is long for the unprepared.
11. A small leak sinks a great ship.
12. A chain is as strong as its weakest link.
13. Speech is silver; silence is golden.
14. Whatever is worth doing at all is worth doing well.



15. A carpenter is known by his chips.
16. Too many cooks spoil the broth.
17. He laughs best who laughs last.
18. Birds of a feather flock together.
19. Haste makes waste.
20. A word to the wise is sufficient.

### *Activity 23*

Explain one of the following subjects clearly, accurately, and entertainingly. Put into practice the suggestions in this unit regarding having a plan and using comparisons and illustrations. Try to present the information in an original way. Avoid the common errors in the use of adjectives, adverbs, prepositions, and conjunctions (Handbook, pages 305-317).

1. Why I like to go to school. 2. Why I am glad that I live in the United States. 3. Why I am glad I live in Colorado, Kentucky (or any other state). 4. How I earn money after school or in the summer. 5. How I learn a poem. 6. Why I would like to go to college. 7. Why I enjoy the school or city library. 8. How to measure distance by pacing. 9. Why I want to take the Latin, commercial, or practical arts course in senior high school. 10. How I have kept a perfect attendance record at school. 11. Why I do not like to miss school. 12. Why I think a dog is the best pet. 13. Why I enjoy playing in the band or orchestra. 14. What shop work I like and why. 15. Safety rules we should follow. 16. How one feels while going up in an airplane.

### *Notebook Work*

Study explanations which you find in newspapers, magazines, and books. Test them for clearness, accuracy of detail, and interest. Bring to class for discussion a clear, interesting explanation not more than

three paragraphs long; then copy or paste it in your notebook, underscoring the topic sentence of each paragraph.

### *Activity 24*

Choose one of the following questions and give a clear, definite answer. You may need to refer to the library for accurate information. Make your answer complete and interesting.

1. How did the Mardi Gras get its name?
2. Describe the course of the St. Lawrence River.
3. What does the "Christ of the Andes" commemorate?
4. What is meant by Pan-Americanism?
5. Why is reforestation an important project?
6. How does the autogiro differ from the airplane?
7. What must a foreigner do to become a citizen of the United States?
8. How does the radio aid modern flying?
9. How did Helen Keller become famous?
10. Why does the needle of a compass always point north?

## UNIT 5

# WRITING SOCIAL LETTERS

### Kinds of Letters

Everybody writes letters. The kind you write will depend on whether you think of them as formal writing or as talking with absent friends or relatives. If you consider letters as conversation and write as you talk, you will enjoy writing them and your friends will enjoy reading them.

The most important thing is what to say; the next is how to say it. Tell of happenings which have interested you and about which your friends would like to hear. Unusual people you meet, travel experiences, narrow escapes, and amusing incidents offer good material for conversation and for letters.

Mistakes in spelling and grammar spoil even the most interesting letter. A blotted, messy letter is as discourteous as yawning and acting bored in conversation. Well-written, entertaining letters provide a good way of keeping friends.

### *Activity 1*

Read the following letters and answer these questions regarding each:

1. What information is given?
2. Would the incidents be of particular interest to the one who receives the letter? Why?

256 Santa Clara Street  
Daly City, California  
July 27, 1937

Dear Elizabeth,

It certainly seemed good to hear from you, and it was mighty nice of you to spend the first morning of your vacation writing to me. I appreciate that.

We had a little trip over the Fourth which you would have enjoyed. We left here Sunday afternoon and spent the night at La Honda, that place you liked so well hidden away in the redwoods. The next day we drove over to San Gregorio and picnicked on the beach as we did when you were here.

The next morning we arrived in Monterey just in time for the Fourth of July parade — lots of soldiers, sailors, and horses. Winkie, our Scottie, got so excited that we could hardly hold her in the car.

After the parade we took the Seventeen Mile Drive to Carmel. We stopped along the way, climbed down on the rocks, took pictures of the cypress trees, and had a hard time keeping Winkie out of the ocean. We stopped at Carmel long enough to wander through some of the lovely shops. I'm sending you a cunning pocketbook that I got there. I hope you will like it.

We were tired but happy when we reached home. Now we hope that you and Aunt Harriet can come out again next year! There are lots of nice trips we can take.

Your loving cousin,  
Virginia

608 Park Street

Albany, New York

August 1, 1937

Dear Ray,

Our neighborhood has been quite dull since you moved. I had one exciting experience, however, which I think you'd like to hear about.

One evening when I was in my room reading, I heard a queer crackling sound. I paid no attention at first, as I thought a car was being backed out on our neighbor's cinder driveway. But the crackling didn't stop. In a minute I heard someone shout, "Tell them to come to the end of Park Street."

I jumped up and looked out of the window. Imagine how I felt when I saw flames shooting from the little cabin which you and Howard and I built last fall.

Before I got out of the house, the fire engines dashed past. Some of the firemen began tearing the cabin apart with long poles, while others used the hose. In just a few minutes the fire was out. My father was thankful that the garage was no nearer to it. No one knows how the fire started, but we know that we are without a cabin.

I'm enclosing some pictures which Mother took of us the day you left. They even show the "clubhouse," which is no more.

I hope that you will write soon and let us know how you like Pittsburgh.

Sincerely yours,

Jim Barker



*Courtesy Norwegian Government Railways*

### A WINTER SCENE IN NORWAY

Word pictures of unusual scenes are good material for letters.

### Parts of a Letter

The parts of a friendly letter are:

1. The heading, which includes the street number, city, state, and date.
2. The salutation, which is the greeting:

*Dear Elizabeth,*  
*Dear Ray,*

3. The body, or what you have to say.
4. The complimentary close, or the leave-taking:

*Your loving cousin,*  
*Sincerely yours,*

5. The signature.

## Activity 2

Referring to the previous letters, answer the following questions:

1. What part of the heading is placed on the first line? On the second line? On the third line?
2. What punctuation is used in the heading? In the salutation? In the complimentary close?
3. What words are capitalized in the heading? In the salutation? In the complimentary close?
4. Are any words abbreviated in the heading?
5. Is any punctuation used after the signature?

## Heading

Begin the heading ordinarily slightly to the right of the center of the page. Avoid abbreviations; use only two commas — one after the day of the month and one after the name of the city or town.

### *Examples of headings:*

STREET NUMBER NOT  
NEEDED

Marlette, Michigan  
August 26, 1937

Quinter, Kansas  
March 16, 1938

STREET NUMBER NEEDED

428 College Avenue  
Chapel Hill, North Carolina  
February 14, 1938

137 State Street  
Clarksburg, West Virginia  
July 8, 1937

## Salutation

The salutation of a friendly letter may be —

*Dear Dad,*  
*Dear Aunt Alice,*  
*Dear Jim,*  
*Dearest Mother,*

*Dear Mrs. Brown,*  
*Dear Dr. Mitchell,*  
*My dear Mrs. Black,*  
*My dear Jane,*

The first word and all nouns are capitalized. Place a comma or a colon after the last word. Avoid using *Dear Friend* and *Friend John* as salutations.

### Complimentary Close

The complimentary close should begin about halfway across the page and be followed by a comma. Only the first word should be capitalized. Some correct forms of the complimentary close for a friendly letter are:

<i>Cordially yours,</i>	<i>Your loving daughter,</i>
<i>Affectionately yours,</i>	<i>Your devoted son,</i>
<i>Lovingly yours,</i>	<i>Sincerely yours,</i>
<i>Gratefully yours,</i>	<i>Yours as ever,</i>
<i>Your niece,</i>	<i>Faithfully yours,</i>

In ending letters avoid such expressions as:

*Hoping you are well, I am,*  
*Expecting to hear from you, I remain,*

Close your letter with a complete sentence.

### Signature

The signature should begin a little farther to the right than the complimentary close. It should be written plainly. Unless you have formed the habit of writing your name and return address on the face of the envelope, sign your full name to your letters even when you are writing to close friends. A letter that is unclaimed or misdirected may land in the dead-letter office if the only help it gives the postal authorities is that it was written by Marguerite, who lives in Hacketts-town, New Jersey, or by Jerry, who lives in Mt. Hope, Ohio. No mark of punctuation follows the signature.



# Addressing the Envelope

Margaret Bruce  
1515 Summit Avenue  
Fort Worth, Texas

Stamp

Miss Dorothy Mount  
1301 Genesee Park Boulevard  
Rochester  
New York

The greatest care should be given to addressing the envelope. Millions of letters are sent to the dead-letter office each year because of incorrect and poorly written addresses. Write clearly, place the stamp in the upper right-hand corner, write your own name and address in the upper left-hand corner, and seal the envelope. It is better not to abbreviate the name of the state, because such abbreviations as *Va.* and *Pa.*, *Colo.* and *Cal.*, *Miss.* and *Mass.*, *N. Y.* and *N. J.*, are often confused.

## Activity 3

1. How many punctuation marks are on the above envelope?
2. Why is a comma needed between *Fort Worth* and *Texas*?
3. Write the address as it should appear on an envelope to —
  - a. Dr. Arthur E. Brown, 1001 East Fifth Street, Chattanooga, Tennessee.
  - b. Mrs. Harry A. Wallace, 1400 Grand View Drive, Peoria, Illinois.

- c. Mr. Joseph N. McClune, 661 Fourteenth Avenue,  
Paterson, New Jersey.
- d. Miss Janet Shattuck, 14 Thomas Circle, Tus-  
caloosa, Alabama.
- e. Mr. Robert T. Duncan, 319 Livonia Avenue,  
Mount Lebanon, Pennsylvania.
- f. Dr. William E. Brownlee, 263 West Peachtree  
Street, Atlanta, Georgia.
- g. Miss Rebecca Sutton, 460 Edith Street, Albuquer-  
que, New Mexico.
- h. Miss Louise Hoff, The Highlands, R. F. D. 2,  
Seattle, Washington.
- i. Miss Elizabeth Dunkle, 84 West Spruce Street,  
Titusville, Pennsylvania.

### *100 Per Cent Test — Letter Form*

Of the twenty headings, salutations, complimentary closes, signatures, and envelope addresses, the punctuation and capitalization of ten are correct and of ten are incorrect. Write on a sheet of paper the numbers of the correct ones.

---

1.	164 Elm Street Northampton, Massachusetts October 14, 1937
----	--

---

2.	436 South Idaho Street, Dillon, Montana November 26, 1937
----	---

---

3.	6107 Dorchester Avenue Chicago Illinois January 14 1938
----	---

---

4.	249 Capitol Street Salt Lake City, Utah November 24, 1937
----	---

---

- 
- |     |                      |                         |
|-----|----------------------|-------------------------|
| 5.  | Dear dad,            |                         |
| 6.  | Dear Dad,            |                         |
| 7.  | My dear Mrs. Corwin, |                         |
| 8.  | My Dear Mrs. Corwin  |                         |
| 9.  | Dear Uncle Bob,      |                         |
| 10. | Dear uncle Bob,      |                         |
| 11. |                      | Lovingly yours,         |
| 12. |                      | Your devoted son,       |
| 13. |                      | Affectionately Yours,   |
| 14. |                      | Yours Sincerely,        |
| 15. |                      | Cordially yours,        |
| 16. |                      | Your Loving Niece,      |
| 17. |                      | <i>Richard Simpson.</i> |
| 18. |                      | <i>Richard Simpson</i>  |
- 

- |     |   |
|-----|---|
| 19. | Mrs. James R. Sutton<br>3300 Octavia Street<br>San Francisco<br>California. |
|-----|---|
- 

- |     |   |
|-----|---|
| 20. | Mr. Gerard S. Phillips<br>3400 Colorado Boulevard<br>Denver<br>Colorado |
|-----|---|
- 

### Activity 4

Be prepared to copy from dictation the ten correct examples in the preceding test.

### Body

“Mother, I’m going to write to Aunt Emma. What shall I say?”

“Oh, tell her what you’ve been doing since school

closed — about our trip last week, our painting the kitchen table, and our hearing from Cousin Frances.”

Doesn't that conversation have a familiar ring? How often have you given up writing a letter because you could think of nothing to say? You like to get letters from your friends telling of the everyday things they are doing, the books they are reading, and plans they are making. You forget that they would enjoy the same sort of letters from you.

Two *don'ts* are worth remembering:

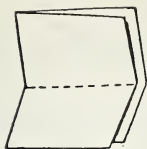
1. Don't write gloomy letters. Your friends have enough troubles of their own without being presented with a few more from you. If you don't feel cheerful, pretend you do.

2. Don't write when you are angry. By the time your friend gets the letter, you will be wishing you had not sent it.

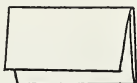
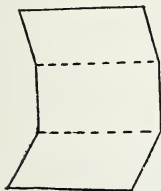
### **The Make-up of a Letter**

White or light shades of paper and black or blue ink are preferred for friendly letters. If you use double sheets, write in order on pages 1, 2, 3, 4, and be particular about leaving margins. If a letter requires only two pages of a double sheet, write on pages 1 and 3. In social letters leave a margin of about half an inch and indent each paragraph about the same distance.

The envelope should match the paper. Postal authorities request that tiny or huge envelopes be avoided, as they are difficult to handle. When you enclose a double sheet of paper in an envelope, fold the lower half over the upper half. Place the letter in the envelope with the crease at the bottom of the envelope.



If your paper is a single sheet about seven by ten inches, fold the lower third up and the top third down.



### Informal Letter of News

A letter of news and gossip is a visit by mail. Think what you would talk about; then write about those incidents. Tell of the latest happenings in the neighborhood, any excitement at school, a motion picture you liked, or some books you have enjoyed recently. Omit dull, trivial details. Write in a natural, conversational tone. Make the letter pleasant to look at and easy to read.

### *Activity 5*

This is the chance to do something you have intended to do for several days. Write a real letter and bring it to class ready for mailing. If it is worth keeping in your notebook, make a copy. Increase smoothness by the use of relative pronouns. Be sure that the pronouns agree in person and number with their antecedents

(Handbook, pages 260-262). Review the uses of the past tense and the perfect tenses (Handbook, pages 265-271).

1. Write to a friend who has moved away, telling of the changes in the neighborhood, new people who have moved in, new dogs, or automobiles.

2. Write a real letter to a relative, giving a lively account of an amusing incident, a vacation experience, a picnic, a school game, a play, a good movie, a delightful auto trip, unexpected guests, the week your mother was away, the day everything went wrong, news of your family or friends, or other happenings.

3. A friend is ill but is able to read. Write him or her about a book you enjoyed this term.

4. Write to a boy or girl whom you met this summer when he or she was visiting in your home town, or when you were at camp or on a trip. Tell any incidents which would be interesting about your trip home or happenings which concern people you both know.

5. Write to an uncle, an aunt, or a friend of your family who has some unusually interesting travel pictures. Ask to borrow them to use in a talk you are going to give in your English class.

### Informal Notes

The informal note differs from a letter in that it discusses only one topic. It takes the place of a short conversation and may be used on such occasions as explaining an error, extending an invitation, accepting or declining an invitation, thanking someone for a gift, or sympathizing with one who has had illness or trouble.

Such notes are written with pen and ink on note paper or correspondence cards. The form is the same as that of a letter.

## Notes of Invitation and Reply

An invitation should be cordial and give the necessary details as to time and place. A reply should be prompt and show appreciation for the invitation.

### *Invitation*

1600 Delaware Avenue  
Buffalo, New York  
July 22, 1937

Dear Eleanor,

I have just had wonderful news. My aunt has written inviting me to go on a ten-day motor trip through New England, and she says I may invite a friend to go with me. She will pay all our expenses. Mother agrees with me that you are just the person to go. We shall leave here Monday, August 2, and expect to be home Friday, August 13. If you come here Saturday, we shall have plenty of time for packing and getting ready. Let me hear from you as soon as possible, and do say that you can go.

Lovingly yours,  
Janet MacFarlane

### *Acceptance*

1056 Euclid Avenue  
Cleveland, Ohio  
July 24, 1937

Dear Janet,

I'm thrilled! Who wouldn't be with an invitation like that? I think your aunt is wonderful to let you ask a friend, and I'm certainly grateful to you and your mother for thinking of me.

I shall plan to arrive at the Union Station, Saturday, July 31, on the 2:40 train. It will be fun to have two days at your house before we start on the trip.

Lovingly yours,  
Eleanor McGill

*Regret*

Little Creek, Delaware  
March 24, 1938

Dear Dick,

I've always heard that scarlet fever is a mean disease, but it is worse than that. As I'm still quarantined, I can't accept your invitation to spend part of my Easter vacation with you in New York. I'm awfully disappointed at missing a chance to go aboard a submarine. I've never seen one except in the movies. I hope that you will invite me again some time.

Sincerely yours,  
Roger Catlin

*Activity 6*

Practice writing clear, lively, courteous notes. Capitalize them correctly (Handbook, pages 325-330).

1. Write the invitation which Roger received.
2. Invite a friend to spend Saturday and Sunday with you.
3. Accept the invitation, or send regrets.
4. Invite a friend to go horseback riding with you. Give directions about meeting him or her.
5. Invite a friend from another town to go to a movie with you Saturday afternoon. Give a reason for choosing the picture selected.
6. Write both an acceptance and a regret to the last invitation.
7. Ask a friend to go to the same camp to which you are going. Tell why you are going to this one. Give necessary details, such as the date of departure and an itemized list of expenses.
8. Invite a friend to attend a party at your home Friday evening in honor of your cousin who is visiting you.
9. Accept the invitation. Send regrets.
10. Ask a friend to spend a week with you during the



Easter vacation. Briefly tell some of the plans you have in mind.

11. In reply to the invitation for Easter week send your regrets. Also accept the invitation.

12. Accept an invitation to a surprise birthday party which John's mother is giving for him. Send regrets.

### Thanks

Notes of thanks cannot be alike, for every case is different. A Christmas or a birthday gift requires a prompt letter. A "bread-and-butter" letter should be written as soon as you reach home after a visit. The best way of showing your appreciation for a kindness is by writing a note of thanks immediately.

811 East Second Street  
Northfield, Minnesota  
February 10, 1938

Dear Uncle George,

You were a trump to send five dollars for my birthday. I appreciated it more than you could guess. Just the night before your letter arrived, my old skates broke, and I thought I couldn't take part in the meet Friday. Imagine my feelings when I saw that five dollars! I bought new skates and had a marvelous time at the meet, thanks to you.

Your nephew,  
Philip

### *Activity 7*

1. Thank a friend for a gift you received while you were in the hospital.

2. Thank a friend or a relative for a Christmas gift or a birthday gift.

3. Thank a friend's mother for a pleasant visit. Mention one or two interesting incidents which occurred on the way home.

4. Thank your aunt or grandmother for a pleasant visit to the country or the seashore. Tell her any news about your family at home.

### Sympathy and Congratulations

At some time you will want to show a friend that you sympathize with him in illness or in trouble. A note which you would write at that time should be sincere and make him feel that you are willing to help in any way you can.

Frequently you have occasion to congratulate a friend on winning some honor. Be sure that your letter makes clear that you thoroughly appreciate what he has done.

#### *Congratulations*

1157 North Denver Street  
Tulsa, Oklahoma  
August 1, 1937

Dear Bill,

Boy, but you must feel proud to be an Eagle Scout! The town wouldn't be able to hold me if I should ever receive such an honor. I'm all puffed up at the thought of being a friend of yours. No one knows better than I how many hours of hard work you've put in. This gives me courage to keep on. Maybe I'll make it some day.

Your old chum,  
Peter Moody

#### *Sympathy*

404 Homestead Avenue  
Mount Vernon, New York  
April 18, 1938

Dear Marie,

Everyone in the class was so sorry to hear of the serious accident which you had last Monday. Your aunt said that

you should have no callers but that you were able to read. We are sending a book and a few magazines today and will send more later. If there is anything else we can do, please let us know.

Sincerely yours,  
Kathryn Custer

### Activity 8

1. Write a note congratulating a friend on passing a scout test, winning a poster or an essay prize, being elected president of the Dramatic Society, being chosen an honor student, being elected an officer of the student organization, being chosen a member of the French or Latin Club, or earning some other honor.

2. Write a letter of sympathy to a friend who is ill.

### School Notes

A common type of note is that written by one of your parents to your teacher asking that your absence be excused. Such notes should explain why the absence was necessary and should be written neatly on a single sheet of paper or a correspondence card. They should never close with such expressions as *and oblige*.

Many occasions arise in school for writing notes or short letters. You or your class may want to invite the principal or others to visit your class. Or your class may want to borrow costumes or equipment for a play from a teacher in another school. Perhaps you have been ill and write to your teacher asking for an assignment for homework. Such notes should be courteous and show that you appreciate having your invitation accepted or your request granted.

1447 Colton Avenue  
Detroit, Michigan  
December 14, 1937

My dear Miss Dunn,

Please excuse Marion's absence on Monday, December 13, as she was ill and unable to be in school.

Sincerely yours,  
Elizabeth H. Page  
(Mrs. James T. Page)

702 Beech Street  
Wichita, Kansas  
March 14, 1938

My dear Mrs. Edwards,

The pupils of the Eighth Grade A of the Hamilton Junior High School are giving a gymnasium exhibition Friday, March 26, as part of Know Your School Week program. We are inviting the mothers of our class officers to act as patronesses and would like very much to have you come.

Yours truly,  
Elizabeth Bailey  
Secretary

3020 Corydon Avenue  
Cleveland, Ohio  
April 29, 1938

Dear Sally,

I certainly have had bad luck this spring. Measles wasn't enough. Now I've sprained my ankle and can't go to school for at least two weeks. I am wondering if you will help me out. I'm trying to do some school work and need a science book and a French reader. Would you mind getting them from the teacher and bringing them to me? I'd appreciate your kindness a lot.

Sincerely yours,  
Ann Thoburn

### *Activity 9*

Prepare to write from dictation any of the notes given in this unit. Review the rules for using the comma (Handbook, pages 332-336).

### *Activity 10*

1. As secretary of your class ask the principal to visit your art exhibition, special music, English class, or social studies class.

2. For your class invite the mother of one of the members to attend a Christmas party.

3. Write to your science, social studies, or mathematics teacher, asking her to act as a judge in a debate which is to be given in your English class.

4. Ask the music teacher for permission to use the victrola for a class meeting.

5. Arrange with the teacher in charge to use the koda-scope or a stereopticon in your English or social studies class.

### **Distant Friends**

Frequently pupils carry on a correspondence with boys and girls in other countries or in distant parts of the United States. The Junior Red Cross, Washington, D. C., will arrange for pupils to write to those of a like grade in a foreign country. These letters give glimpses of the school life and other activities which show how much alike young people are the world over.

### *Activity 11*

Read the letter which a thirteen-year-old girl from New Zealand wrote to a girl in the United States.

1. How does the heading differ from one you would write?
2. How does her school work differ from yours?

Aoroa

Nr. Dargaville

14:4:36

Dear Ruth Anne,

I wish that I could visit you while I satisfied my curiosity about some things in the United States.

First, I should like to ask you what hot dogs are — a very unappetizing name they are given whatever they are. Is the polite name “delicattessenun” or something like that?

During Easter vacation I visited a friend whose father has many kinds of fruit trees brought from England, Italy, Portugal, Fiji, and the tropics. One of them is the persimmon tree. Do you have it in Pennsylvania? The fruit is delicious. I spent a good deal of time up the tree eating the persimmons. That accounts for my weight, which is 8 stone,  $2\frac{1}{2}$  pounds. I gained 4 pounds in 3 weeks!

Are your classes in America named forms? Here we start at the 3rd form and go on for three or four years, then sit for matriculation. If we obtain that, we are entitled to attend the university. The studies which I am taking are interesting. After three months I find French and algebra not so hard but I'm not sure about geometry. Some days I think I understand it, and other days I can't do any of the theorems.

Have you read any of Isabel Maud Peacock's books? She is a New Zealander and lives in Ponsonby, Auckland. She describes many of the beautiful spots in New Zealand. Read one if you can find it in your library.

I hope that before too long I shall have a letter from you. The last one was very interesting. I enjoyed the snaps and showed them to my friends at school. Good-bye!

Your loving friend,  
Joan

### *Activity 12*

1. Write to a boy or girl who lives in Alaska, telling him or her about your school activities.

2. If you live in the North, write to a boy or girl in a junior high school in New Orleans telling about your school,

winter sports, or summer vacation. If you live in the South, write to a pupil in a Minneapolis junior high school telling about Christmas in the South, your winter sports, or your school life. If the teacher wishes to do so, she may choose the best letter to be sent. Capitalize proper nouns and adjectives (Handbook, pages 326-328).

3. Write to a boy or girl in Holland, Australia, or Roumania. Tell about your scout troop, your school work and activities, or your plans for the summer vacation.

4. Perhaps your class has received an interesting letter from a class in a school in Rio de Janeiro. As secretary of your class answer the letter.

### Activity 13

Read the letter written by Henry van Dyke to the school children of New Jersey.

1. What does he say is the best way to write a letter?
2. What are some of the things which he suggests you might write about in social letters?

*To the Pupils of the Eighth Grades in the Schools of New Jersey:*<sup>1</sup>

Princeton, New Jersey  
December 20, 1912

My dear Frankie,

It is a long time since we have seen each other, and I so fear that our friendship may grow cold through absence and silence. I think that we ought to exchange letters.

A letter is not so good as a talk, but it is better than nothing at all. The best way to write a letter is to do it almost as if you were talking.

I have made a little story of the things that I have been doing and sent it to you on a separate sheet. Now I wish you to tell me what has happened to you, and whether you have grown in mind as well as in body.

<sup>1</sup> Used by permission of the author, Henry van Dyke.



Tell me what was the happiest day that you have had since we went to the picnic together last June — do you remember? Tell me which book you like best of all that you have read, and why you like it. Tell me whether you have made any new friends, and why you have chosen them. Tell me whether any of your studies are too hard for you, and what you are going to do about it. Tell me whether you think that your town where you live is improving, and whether you think that you can do anything to help it. Tell me what you wish to be when you grow up.

Write to me as simply as if we were sitting side by side on a log beside a little river.

Faithfully your friend,  
Henry van Dyke

## UNIT 6

# READING AND SUMMARIZING

### Why Learn to Read?

In school probably half the failures are due to inability to understand the printed page. In arithmetic or science how can a boy or girl solve a problem which he can't read? How can a pupil learn the history or geography of his country if he can't read and understand his textbook? A good reader is usually a good student, for he understands his textbooks and knows what facts are important enough to be worth learning. No one can possibly remember everything he reads, but everyone can remember the important points if he concentrates on them and occasionally reviews them.

A lawyer reads difficult law books; a businessman reads company reports and trade journals; a banker reads legal papers and books and magazines about business and finance; a doctor reads about new medicines and treatments; a teacher reads about his subject and other subjects; a stenographer studies English and business; a golf player reads books on golf; a traveler studies his guidebook; in fact, most intelligent people read and study as long as they live and in this way continue their education. And the higher a person goes in his profession the harder the reading he has to do.

A high percentage of what intelligent people know they get from the printed page.

## Reading the Newspaper

Nobody reads his morning newspaper like a story book, from first page to last, advertisements included. If a busy person spends hours every day on the newspaper, he has little or no reading time left for magazines and books. Hence one should learn to get the important news from a paper quickly.

Fortunately news stories are written and arranged for busy people. In an ordinary story the point or climax is kept till the end; in a news story the point or exciting part comes at the beginning. The headlines give the most important facts; the first paragraph tells the story briefly; the remaining paragraphs give details. By reading headlines, a number of first paragraphs, and a few complete stories of special interest, one can get a good idea of the happenings of the day. Also the latest or most important news is on the front page.

### Activity 1

1. What facts are told in the headlines about the tiger? About snoring?
2. What facts are added in the first paragraph about the tiger? About snoring?
3. Can you guess what details the reporter put into the second and third paragraphs of each news story?

#### ***TIGER OPERATED ON***

##### ***Remains Calm While Ingrown Nails Are Treated***

With stoic calm Old Dick, the eighteen-year-old Bengal tiger in the Central Park Zoo, yesterday underwent his third operation for the treatment of ingrowing claws. The operation was performed by Dr. Henry Nimphius, park veterinarian.

#### ***PUTS END TO SNORING***

##### ***Electrical Device Sticks Pin into Noisy Sleeper***

LONDON (U. P.). — An anti-snoring device that sticks a pin into a sleeper, or gives an electric shock every time the sleeper snores, has been registered with the British Patent Office.

## Activity 2

1. Prepare to tell in three ways the following story:
  - (1) in not more than twenty words, as it is told in the headlines;
  - (2) briefly, as it is told in the first paragraph;
  - (3) fully, as it is told in the whole news story.

### *Dog on Railroad Track "Flags" Iowa Train and Saves Master Overcome by Heart Attack*

CEDAR RAPIDS, Iowa, Jan. 31. — G. C. Clark, a farmer living near Wadena, has been kind to dogs all his life, and one may be sure that he will continue to be after what happened yesterday.

Mr. Clark was returning to his home accompanied by Treve, a white collie, and Freckles, a coach dog. He was overcome by a heart attack and fell unconscious between the rails of the Milwaukee Railroad.

Treve immediately squatted down by his prostrate master and began howling. Not so Freckles. He started up the track on a run and yelping as loud as his lungs would permit. A quarter of a mile away a passenger train was approaching. George Craft, the fireman, first saw the dog and, sensing something was wrong, advised the engineer, William Luther, to slow down.

Luther put on the brakes and brought his train to a stop within a few feet of the unconscious man be-

tween the rails. Then the engineer looked around to see what had become of the coach dog. He saw him perched on the pilot of the locomotive, still barking. This time he was wagging his tail, and Luther says that if ever a dog smiled, Freckles did when he saw his master was out of danger.

Mr. Clark was placed aboard the train, and the two dogs perched themselves on either side of him in the seat and guarded the unconscious man until the train stopped at Wadena. There Clark was placed in an ambulance and sent to his farm home with the dogs riding behind him. The dogs remained with him until they saw him safely in the house.

Clark raised the dogs from puppies. They are his constant companions, and he says he has never given either a cross word. They are about five years old. — *New York Times*

## Answering Questions

Often we go to a book — a dictionary, an encyclopedia, a history, a geography, a science book, or a grammar, for example — to find the answer to a question.

### Activity 3

Find in this book answers to the following questions. The index on pages 441-448 and the table of contents on pages ix-xv will help you to find what you are looking for.

1. What are four co-ordinate conjunctions?
2. What are eight subordinate conjunctions?
3. What are four relative pronouns?
4. What is the past tense of *lie* (recline)?
5. What are five forms of the verb *be*?
6. What is the difference between a predicate nominative and the direct object of a verb?
7. What is the past participle of *break*?
8. Is the verb in this sentence correct: "Neither of them is playing in the game today"?
9. In the title of a book what words are not capitalized?
10. When is a comma used between the clauses of a compound sentence?
11. What is a complex sentence?
12. Name five words that are used both as adjectives and as adverbs.
13. How is a direct quotation punctuated?
14. What three questions do adjectives answer?
15. How can one distinguish an indirect object from a direct object of a verb?

When a person goes to the encyclopedia or another reference book to find the answer to a question, he does not read the entire big volume. Often he doesn't read a whole article; he looks at the headings and skims the article until he finds what he wants.

### Activity 4

Using the index to this book, note the page references to the following words. Then turn to the pages, glance

over them rapidly, and locate the words. A word may be mentioned more than once on a page. Be sure to track down every reference.

1. Abbreviations. 2. *Well*. 3. Natural order. 4. Signature. 5. Application. 6. Ink. 7. Declarative sentence. 8. *That*. 9. Encyclopedias. 10. Titles. 11. Contractions. 12. Courtesy.

Asking yourself questions — such, for example, as your teacher might ask — and answering them is a good way to study.

### *Activity 5*

What part of the following article do you have to read to answer each of these questions?

1. What did Indian boys learn about birds and animals?
2. What kind of stories were Indian children told?
3. What did the busy Indian mother do with her baby?
4. What did Indian girls learn to do?
5. Did Indian boys and girls go to school?

**Indian Children Learn Forest Ways.** — While the mother was busy with her many duties, her baby, snugly bundled up, was left hanging from the branches of a tree, or it was carried on a small cradle board strapped to the mother's back.

Grown children, instead of going to school, obtained their education by watching their fathers and mothers at their tasks and by listening to the stories which older folk told. They heard stories of the spirits which were in the winds, in the thunder and lightning, in the sun and the moon and the stars. They heard of the spirit of the dew and the spirit of the rain. In some of the tribes the children heard of Manitou, the Great Spirit, who is above all spirits.

But children had more to do than to watch and to listen to stories. They had to learn the ways of the forest.

The girls learned to farm and to prepare food; to dress

animal skins and to make them into articles of clothing; to gather the wild herbs and fruits and prepare the family meals. They were also taught how to behave themselves when in the presence of older people, how to care for the younger children, and in all ways prepare themselves to take up their duties as good members of the tribe.

The boys were taught to observe the ways of the birds and beasts, and to imitate their calls. They learned to shoot birds on the wing, to trap the otter, the mink, and the beaver, to stalk and capture deer or other large game.

Along the shaded forest trails the sharp-eyed Indian lad could soon read as well as his father the many signs which, although they were hardly noticeable, were filled with meaning. Here a deer had passed, there a bear. At this point some Indian had camped. Not far away the carcass of a deer had been dragged. — CHADSEY, WEINBERG, AND MILLER, *America in the Making* <sup>1</sup>

### Activity 6

Ask three questions which are answered in the following paragraph. Answer your own questions.

**The Voice.** — The healthful and proper use of the voice is closely related to the manner of breathing. Tones are produced by the vocal cords, which are stretched across the voice box much like the lips of a cornet player across the mouth-piece of the cornet. When air passes through the voice box, the vocal cords vibrate, and the tone which is produced depends upon the position or condition of the cords. If these cords are stretched tightly, the tone is high. If they are held more loosely, the tone is lower. The passages of the mouth and nose form the resonating, or resounding, chamber of the voice in much the same way as the tubes of the cornet form the resounding chamber for that instrument. The way in which this resounding chamber is used, together

<sup>1</sup> Reprinted by permission of the publisher, D. C. Heath and Company.



with the position of the tongue and teeth, determines the sounds we make in speaking and singing.

— C. E. TURNER, *Physiology and Health* <sup>1</sup>

### Questioning the Author's Ideas

A change of one word may spoil the meaning of a paragraph. Likewise a reader who overlooks an important word or overstresses it misunderstands the sentence or the entire paragraph. A good reader gives due weight to every word and thinks as he reads.

### Activity 7

In each of the following paragraphs the sense has been spoiled by substituting a wrong word for an important word. In the first paragraph *impure* has been substituted for *good* and makes the sentence nonsensical.

In each of the other four paragraphs find the word which spoils the meaning.

### Camping Hints <sup>2</sup>

The ideal camping location has impure drinking water, is well enough drained so that a heavy rain can't wash you out, is in a fairly open spot to get prevailing winds and sunlight much of the day, and close to a supply of firewood.

Insects and mosquitoes don't care for breezes, so if you pitch your camp on a high, dry site which gets all the breeze, you are going to be much less comfortable.

Build camp fires in the open. Always build close to a tent, inflammable pine trees, or underbrush. Never leave a fire unattended and always put out the fire with water or earth when leaving camp. It is criminal to leave a burning or smouldering fire.

<sup>1</sup> Reprinted by permission of the publisher, D. C. Heath and Company.

<sup>2</sup> Reprinted by permission from the *Open Road for Boys*.

Always carry a waterproof box with matches, a jackknife, and a compass. A good way to make a fire is to whittle small wet sticks so they will form a feathered edge on one side. Place them in wigwam shape with the shavings pointing down over birchbark or chips; add heavier wood as the fire gains headway.

A first essential of a comfortable outdoor bed is plenty of blankets. Use as many blankets under you as are needed over you. Enjoy sleeping directly on damp, cold ground. Try to find a place that has been exposed to the sun during the day; cover it with dry leaves or lay a "bough bed."

— NORMAN LITTLER

### *Activity 8*

Make up a two-paragraph exercise like Activity 7. Select two paragraphs from one of your textbooks. In each make one sentence nonsensical by changing only one word. Read your paragraphs to the class, and see how many pupils can find the wrong word in each paragraph.

### **Discovering the Author's Purpose**

When an author writes a selection, he has a definite purpose in mind. He may, for example, aim to inform you, to entertain you, to change your opinion, or to arouse your feelings.

### *Activity 9*

Read the following article. Then decide whether Ellsworth Jaeger, the author, intended to tell you something you didn't know before about the habits of a packrat, or to amuse you, or to change your opinions about packrats. Perhaps the author had two or three purposes.

### Packrat, the Trader <sup>1</sup>

Long before the reign of the Hudson Bay Company or any other trading institutions, little trading posts and museums were scattered throughout the length and breadth of the land, especially in the West.

The trader himself, a buffy, brown little fellow with snowy white under parts and a bushy tail, belongs to the rat family.

His trading post or nest is an ever-growing pile of sticks, stones, leaves, pine cones, cactus thorns, bones, and rubbish. The landscaping on and around his nest is mute evidence of his earnest avocation — his museum. Anything of an unusual shape or color he will add to his collections: pebbles, shells, buckles, false teeth, cartridges, bottles, bits of tin and china.

If you are a resident in a packrat country and small articles are missing, it is always well worth the trouble to investigate the nearest rat nest.

But no matter what he pilfers, he will usually leave something in exchange, of equal value from his point of view. He may carry off your silver spoons and leave a heap of pebbles or worse in their place, but evidently his conscience is entirely at ease, for he has left *his* treasures in their stead.

Like a true collector, he will sit gloating over his valuables, with eyes shining delightedly.

He also gathers great stores of seeds and nuts. This is a fact well known to the peons of northern Mexico, who raid his little trading posts three and four times a year, thus making him pay a high rental. Many times the owner himself will be carried away and used for food — a food quite common among our Mexican neighbors.

— ELLSWORTH JAEGER

### Drawing Conclusions

Very often the author presents only his facts and leaves you to draw your own conclusion. How, in

<sup>1</sup> Reprinted by permission from *St. Nicholas*.

such cases, can you be sure that your conclusion is a logical and just one? In the course of your careful reading, pick out all the facts and statements the writer has made; each one is a clue and has a purpose. Just like animal tracks in the snow, these clues will lead you to your quarry. Consider each one and ask yourself, "In what direction is this fact leading me?" When you have linked one clue to the next, the whole chain of evidence will lead you naturally to a logical conclusion.

*Example* (clues are underlined):

Ralph glanced wildly about the room, ran to the door and pounded upon it, shouting hysterically to be let out. Then he strove to wrench the boards from the barred window, bruising his hands against their unyielding surfaces.

Conclusion: The badly frightened Ralph has been forcibly imprisoned.

### *Activity 10*

Read carefully each of the following. Find all the clues. Write on your paper the correct word or words (punctuation in number 3) to complete the last sentence.

#### 1

Children who do not receive plenty of exercise and fresh air do not develop into physically and mentally healthy men and women. Children who have no other playground than crowded and dirty streets are prompted by their natural craving for companionship and excitement to form "gangs," which keep the city jails filled. It is to the city's advantage, therefore, to provide adequate —— for its future citizens.

#### 2

A verb agrees with its subject in number and person. To make a verb agree with its subject we need (1) to find the subject and (2) to discover whether the subject is singular or

plural. Applying this rule to the following sentence, supply the correct verb:

Only one of these pairs of shoes —— me. (fit, fits)

### 3

When the principal clauses of a compound sentence are not connected by *and*, *but*, *or*, *nor*, *so*, *yet*, or *while*, place a semicolon between them. Applying this rule, punctuate correctly the following sentence:

It is too dark to find the trail we must camp for the night.

### 4

Woody plants, such as trees, have definite annual growth. During the spring and early summer a new layer of wood grows over that of the previous year and forms a new sheath around the entire trunk under the bark. By cutting a cross section of a tree trunk and counting the rings, therefore, we can discover —— of a tree.

### 5

Various materials absorb heat rays in widely varying degrees. Rough surfaces absorb heat rays more readily than smooth surfaces. Color is another important factor. Black, for instance, absorbs more heat waves than almost any other color; while white reflects most of the heat rays. For this reason people wear —— fabrics in winter and —— fabrics in summer.

### 6

The roots of a plant which grows in fertile soil about equal in length the part of the plant which appears above the surface. Roots of plants which grow in arid soil are often twenty times as long as the part above the surface, for they must bore into the earth in search of the scanty moisture and food which lie far below the dry top soil. The roots of a three-foot cactus plant would probably be about —— feet long, while the roots of a three-foot wheat plant would probably be about —— feet long.

## 7

When alcohol is poured over food, the food hardens. Decay is thus prevented and the food may be preserved for a long time. But food, when taken into the body, must not be preserved; it must be broken down and sent to all parts of the system. Continued use of alcohol, therefore, is — to the digestive system and to the whole body.

### Summarizing

Writing summaries is a good way to learn to read and to write. A summary is a brief statement of the main ideas of a selection.

#### *How to Summarize*

1. Read the selection thoroughly. Know what the author means.
2. Select the main points.
3. Write the main points in your own words. Don't copy from the selection sentences or parts of sentences.
4. Use about one third or one fourth as many words as there are in the original.

### *Activity 11*

Summarize each of the following selections:

## 1

Every day when the afternoon crowds were gone, when the sun began to travel down and quiet settled over the lot, half a dozen men and an elephant or two came to put the backdoor wagons into place for the night loading. To move a wagon only so little a distance, an elephant was a quicker and easier means than horses. Babe and Albert were the elephants who worked at the back door.

Step-and-a-half would bring them around from the me-

nagerie and show Albert a wagon to push. Albert would fit his head neatly against it and go to sleep. Step-and-a-half would shout and shove and prod with no results — and then somebody would call out: “Albert’s no good! Albert can’t push! Get Babe! Babe could move that wagon all over the lot!”

Albert’s eyes would slide open; the wagon would begin going, and it would fairly *be* all over the lot before they could stop him! Elephants don’t forget injuries but they evidently forget “gags” because it always worked.

— DIXIE WILLSON, *Where the World Folds Up at Night* <sup>1</sup>

## 2

Courage is admirable, but courage tempered with discretion is far more desirable. Josh Billings says that courage without discretion is like a ram with horns on both ends. He will have more fights on hand than he can do justice to. A story I once heard illustrates the idea very well. Two boys were in a pasture where there was an unbroken colt. One dared the other to mount the colt and the other refused. The first called him a coward and said, “Watch me.” He made a jump for the colt without taking any precautions and the colt wheeled and kicked him, badly injuring him and rendering him unconscious. Now the boy whom he had called a coward tactfully approached the colt, who allowed him to mount and ride for assistance for the injured comrade. Those who have the reckless, dare-devil kind of courage often mistake discretion for cowardice. Courage and discretion work best as complements of each other. “An Indiscreet Man is more hurtful than an Ill-Natured one; for as the latter will only attack his enemies, and those he wishes ill to, the other injures indifferently both Friend and Foes.” — CHARLES R. GOW, *Human Engineering* <sup>1</sup>

## 3

Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered

<sup>1</sup> Reprinted by permission of The Macmillan Company.



branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed, every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

— WASHINGTON IRVING, "Rip Van Winkle"

## 4

Shut in from all the world without,  
We sat the clean-winged hearth about,  
Content to let the north-wind roar  
In baffled rage at pane and door,  
While the red logs before us beat  
The frost-line back with tropic heat;  
And ever, when a louder blast  
Shook beam and rafter as it passed,  
The merrier up its roaring draught  
The great throat of the chimney laughed,  
The house-dog on his paws outspread  
Laid to the fire his drowsy head,  
The cat's dark silhouette on the wall  
A couchant tiger's seemed to fall;  
And, for the winter fireside meet,  
Between the andirons' straddling feet,  
The mug of cider simmered slow,  
The apples sputtered in a row,  
And, close at hand, the basket stood  
With nuts from brown October's wood.

— JOHN GREENLEAF WHITTIER, "Snow-Bound"

5

Do you fear the force of the wind,  
 The slash of the rain?  
 Go face them and fight them,  
 Be savage again.  
 Go hungry and cold like the wolf,  
 Go wade like the crane:  
 The palms of your hands will thicken,  
 The skin of your cheek will tan,  
 You'll grow rugged and weary and swarthy,  
 But you'll walk like a man!  
 — HAMLIN GARLAND, "Do You Fear the Wind?"<sup>1</sup>

6

By the rude bridge that arched the flood,  
 Their flag to April's breeze unfurled,  
 Here once the embattled farmers stood,  
 And fired the shot heard round the world.

The foe long since in silence slept;  
 Alike the conqueror silent sleeps;  
 And Time the ruined bridge has swept  
 Down the dark stream which seaward creeps.

On this green bank, by this soft stream,  
 We set today a votive stone;  
 That memory may their deed redeem,  
 When, like our sires, our sons are gone.

Spirit, that made these spirits dare  
 To die; and leave their children free,  
 Bid Time and Nature gently spare  
 The shaft we raise to them and thee.

— RALPH WALDO EMERSON, "Concord Hymn"

<sup>1</sup> Reprinted by permission of Hamlin Garland.

*Activity 12*

Write a summary of each of the selections on pages 5-6, 71-72, 115-116, 119, and 182.

*Activity 13*

In a book you are studying in English summarize the paragraphs or stanzas your teacher assigns.

## UNIT 7

# EXPRESSING OPINIONS AND GIVING REASONS

### Expressing Opinions

"Hello, Walter!" called Frank as they met in the hall one morning. "How did you like *David Copperfield* last night? I saw you going into the theater just as I was leaving."

"Most of it was great," replied Walter, "but I thought some parts were exaggerated. The scene in which David's stepfather whipped him seemed overdone."

"That was what my uncle thought," agreed Frank. "My aunt said it was played so well she couldn't help crying. Wasn't it funny when Aunt Betsey dressed David in Mr. Dick's old clothes?"

"Yes, but I thought it was funnier when she drove the donkeys out of her garden. Let's ask some of the others in English class how they liked the picture," suggested Walter. "I know several of them were going to see it, and Miss Wright said we might discuss motion pictures today during a part of the period."

Walter and Frank enjoyed comparing opinions about the picture. Have you any idea how many times a day you express your opinions? Check your conversation for one day in the classroom, at home, or on the playground. Do you give reasons for your likes and dislikes?

### Activity 1

Read the opinions which three eighth-grade pupils gave of books they had read; then answer the following questions:

1. What opinions does each pupil express?
2. Of what value would these opinions be to pupils who had not read the books?
3. Why would these opinions interest pupils who had read the books?

## 1

*The Eleventh Child* by Edna Geister is one of the most entertaining books I've read this year. The characters are like real people, and the book is full of fun and action. The twins keep you guessing what they are going to do next. I liked the family because their conversation was true to life. When I closed the book I felt as though I had been visiting that family and had had such a wonderful time that I didn't want to leave. — PUPIL

## 2

I have never liked to read very well. Maybe one reason is that I don't enjoy the stories girls usually like and haven't been interested in finding others. But *Treasure Island* by Robert Louis Stevenson was different. The story was alive, the characters seemed real, and I felt that I didn't want the book to end. Since I read it, I have seen the motion picture and have read and liked several other books by the same author. — PUPIL

## 3

Of all the books I've read this year, the one I enjoyed most is *Tom Sawyer* by Mark Twain. It is not like so many other books which tell of gallant adventurers in far-off countries. This story tells of happenings which take place in everyday life in our community. Some of these exciting experiences might happen to any of us. — PUPIL

### Activity 2

Some of the following books you have studied in school; some you may have read outside of class. Look over the list carefully and see who has read the

greatest number. Write a paragraph telling why you liked or disliked one of the books. Don't begin every sentence with the subject (Handbook, pages 384-387).

Alcott, Louisa M.: *Little Women*

Aldrich, Thomas B.: *Story of a Bad Boy*

Armer, Laura A.: *Waterless Mountain*

Burnett, Frances Hodgson: *The Secret Garden*

Dickens, Charles: *David Copperfield*

Fisher, Dorothy Canfield: *Understood Betsy*

Hale, Edward Everett: *Man Without a Country*

Hawes, Charles Boardman: *The Dark Frigate*

Kipling, Rudyard: *Jungle Book*

London, Jack: *Call of the Wild, White Fang*

Masefield, John: *Jim Davis*

Pyle, Howard: *Men of Iron*

Stevenson, Robert Louis: *Treasure Island*

Twain, Mark: *Huckleberry Finn, Tom Sawyer, The Prince and the Pauper*

### Giving Reasons

Every opinion should be backed by a reason. In some cases your opinions may be based on personal like or dislike; in others, on facts which you have discovered by reading, studying, or observing. Be sure that you give a real reason. Don't think you are doing this if your merely repeat your opinion in other words, or if you make statements which do not bear on the subject.

#### *Example:*

(Opinion) I think we should have a longer lunch period.

(Repeating the idea) We need more time than we now have at noon.

(Statement not referring to the opinion) The new tables and chairs in the lunchroom make the room attractive.

(Reason explaining the opinion) We could eat more slowly and would have time for outdoor exercise.

*Activity 3*

After reading the opinions of three pupils concerning the library, answer the following questions:

1. Which paragraph merely repeats in other words the idea of the topic sentence?
2. Which paragraph makes statements that do not refer to the opinion expressed in the topic sentence? Explain your answer.
3. Which paragraph gives reasons for the opinion expressed in the topic sentence? What are the reasons?

**1**

The school library is of value to many pupils. It is a large room, attractively furnished. On a shelf in one corner is a miniature ship, and over the main desk is a beautiful picture which was presented by one of the graduating classes.

**2**

The school library is of value to pupils. They go there for study periods and enjoy hunting up books. Many pupils find it a helpful as well as an interesting place.

**3**

The school library is of great value to pupils. It provides reference material which they don't have at home. On its shelves may be found books and magazines, and it affords a quiet, attractive place to read or study.

*Activity 4*

Every day, at home or with your friends, you have numerous occasions for stating your opinions and telling why you think as you do. Choose one of the following statements and write your opinion and your reasons for it. Use effective sentences (Handbook, pages 382-397).



1. I like summer better than winter.
2. I enjoy meeting new people.
3. Radio programs consisting of dialog and conversation interest me more than any others.
4. Radio programs should contain less advertising.
5. Every boy and girl should have a quiet place at home in which to study.
6. I am sure that we do not realize the value of sleep.
7. Carelessness is the cause of most of the accidents in our community.
8. Travel is an education.
9. Many hobbies are worth while as well as interesting.
10. Learning to enjoy one's leisure time is becoming more important every day.
11. This is a good community in which to live.
12. Keeping our city clean is a difficult job.

### *Activity 5*

Write or prepare to give orally in class your opinion of one of the following. Give reasons for your opinion. Use complete sentences (Handbook, pages 365-373). To save words and vary your sentences, occasionally use appositives (Handbook, pages 393-394).

1. Motion pictures.
2. A poem.
3. A textbook in social studies, science, or English.
4. A picture in this textbook.
5. A picture in your schoolroom.
6. The home-room bulletin board.
7. A story you have read.
8. A person about whom you have studied in social studies or science class.
9. A character in a story.
10. A recent assembly program.

### **Persuading**

Has it ever occurred to you that you are constantly trying to sell ideas to your friends and associates? Perhaps you are eager to have your class give a play, but not all the members are interested. You then try

to win them to your point of view. To do this you should have three things in mind. First, your idea must be worth while; second, you must honestly be interested in it; third, you must be convinced that it is the right thing to do at this time.

### *Activity 6*

Choose one of the following statements which you believe and attempt to persuade the members of the class to agree with you. Use correct sentences. Avoid useless words (Handbook, pages 318-321).

1. Our school should publish a paper or magazine.
2. The pupils should back the teams more enthusiastically.
3. The Dramatic Club play deserves the support of every pupil.
4. Better co-operation with the student officers is needed in corridor passing, during the lunch period, in the library, on the school grounds.
5. A Better Speech Campaign or a Courtesy Campaign would be helpful.
6. Our school's attendance record ought to be the highest in the city.
7. Running in the hall is dangerous.

### *Activity 7*

Read the two editorials which were written for junior high school papers. What is the idea which each writer is trying to sell? What is the topic of each paragraph?

### *Why Learn?*

There seems to be a general opinion that in planning a course of study the pupil should select subjects related to the field of work in which he is most interested. There is no doubt that one should take advantage of all opportunities that will better prepare him to take his place in the world.

We should not, however, restrict our choice to practical subjects but rather include some that will bring happiness and comfort. Music, art, languages, science, literature, all of which are available now and some of which we may not have an opportunity to study later, add interest and delight to daily life. A broad study of science, art, and languages makes us more observing and appreciative.

Therefore in planning our studies, let us choose those subjects that will enrich our lives. "To live, and not to make a living, is the purpose of education!" — PUPIL

### Know Your Government

The government of this school, like that of the United States, is representative. Delegates elected by direct vote are sent to a forum, where the desires and complaints of the students are handled.

Unfortunately, the students of this school do not take enough interest in the activities of their school government. This does not mean that no interest is taken by any students, but that a large number neither tell their ideas to their representative nor demand to know from him what matters have been discussed. Also, some representatives attend the meetings only to sit through them without taking any part in the discussions.

Show more interest in your school government. Tell your home-room representative what you think needs to be done in this school, and when he returns from a meeting ask him what he said and what was done. In this way there will be real representative student government. — PUPIL

### *Activity 8*

In a letter or an editorial for the school paper attempt to persuade others to accept your opinion. Decide first what points you want to emphasize. Perhaps an outline will aid you in arranging your ideas. Begin each paragraph with a topic sentence. Choose one of the

following topics or another in which you are interested. Beware of using sentence fragments or comma sentences (Handbook, pages 365-381).

1. What it means to be a good neighbor. 2. Pride in our community. 3. What Christmas means to us. 4. The Community Chest Campaign. 5. The spirit of Thanksgiving. 6. What pupils should participate in athletics. 7. The need for a swimming pool, school, park, playground. 8. How our school can help the community. 9. Co-operation means safety. 10. The part of the audience in the assembly. 11. Courtesy toward the visiting team. 12. Our school's greatest need.

### Convincing

An argument includes convincing and persuading. When you convince, you cause people to believe as you do. When you persuade, you try to get people to do as you wish. For example, you might convince your father that a scout camp gives excellent training, but you would have to persuade him to let you go to the camp. Whenever it is possible, use in your arguments facts rather than personal opinions. Convincing means using sound arguments to prove points.

### Activity 9

Choose one of the following statements which you believe, and write a convincing paragraph supporting your opinion. Plan carefully. Use comparisons or examples if they help you to prove your point. If, for instance, you believe that starlings are harmful, compare their habits with those of robins or flickers. Check your punctuation (Handbook, pages 331-346).

1. Many poor boys have become famous.
2. Honesty is the best policy.

3. Dogs are intelligent.
4. One should not go swimming immediately after eating.
5. Mocking birds have been known to attack cats.
6. Some plants grow without water.
7. Playing in the streets is dangerous.
8. Flickers are helpful to farmers.

### **Being Courteous**

Remember that others have a right to their opinions and that yours are not the only sound reasons. If you do not agree, don't become angry or contradict, saying "That's not true," "That's not the way to do it." Be courteous. Sarcasm and smart remarks only cause ill feeling.

#### *Activity 10*

Select a subject about which you have definite opinions, such as favorite books, games, famous men or women, motion pictures, actors, actresses, summer vacations. Write or prepare to give orally your reasons for your opinions. The discussion will be more interesting if several choose the same subject but have different preferences. Give facts to back your statements. You may want to quote from magazine or newspaper articles. Listen courteously to others' opinions. Watch the agreement of your verbs and subjects (Handbook, pages 284-294).

#### *Activity 11*

Numerous subjects in history and science offer topics for discussion. Choose one of the following or another in which you are interested. Be courteous in expressing your views. Distinguish between hearsay and information. Give your authority for statements — for

instance, "Webster's *European History* gives . . ." "In the *New International Encyclopedia* I find that . . ."

1. Reasons for colonial settlement in New York. 2. Reasons for the westward movement in 1849. 3. Causes of the American Revolution, of the War of 1812. 4. Causes of cyclones, tornadoes, earthquakes, floods. 5. Effects of the Erie Canal on the development of New York State. 6. Causes of the Crusades. 7. Causes of automobile accidents. 8. Effects of the building of the Boulder Dam.

### Debating

Debating is discussion made into a game with a few simple rules. Usually there are two or three players or debaters on a team. The side defending the stated proposition is called the affirmative team; the side opposing it is called the negative team. If there is a pupil chairman, begin your speech by addressing the chairman, your teacher, and your classmates.

### Activity 12

Choose one of the following statements and prepare a convincing argument. Use examples and illustrations whenever necessary. Remember that these are debatable topics and that other people will have opinions which differ from yours. Avoid errors in the use of pronouns and verbs (Handbook, pages 252-304).

1. Report cards are of little value.
2. Every pupil in the eighth grade should take music and drawing each term.
3. Every boy should take at least two hours a week of shop work each term.
4. Every girl should know how to cook and sew when she graduates from junior high school.

5. Every eighth-grade pupil should know how to conduct a business meeting.
6. Every pupil should read at least one library book a month.
7. Pupils should receive school credit for music taken outside of school.
8. Every eighth-grade pupil should study some foreign language.
9. Boys should be trained to do housework.
10. Examinations are unnecessary.
11. Special credit should be given pupils who take part in assembly programs.
12. Every junior high school should have a student government organization.
13. Camping is the best way to spend a summer vacation.
14. A college education is more necessary for a boy than for a girl.
15. The use of motion pictures will change the teaching of science.

### *Activity 13*

Choose one of the following topics or another which interests you and write your opinion, giving reasons. Use good topic sentences. Develop the paragraphs carefully by means of examples, comparisons, and illustrations. Be convincing as well as entertaining. Use varied sentences (Handbook, pages 382-397).

1. Why I like our street, house, community.
2. Why good health increases one's chance of success.
3. Why war should be outlawed.
4. Why some radio advertising is poor; why some is good.
5. What type of magazine advertising appeals to the public.
6. Why the Scout Good-Will Tours to European countries help promote friendly feeling.
7. Why I want to go to a certain camp or on a particular trip this summer.
8. Why I am taking Latin, Italian, or electrical shop work this year.
9. What I intend to do after I finish school.
10. Why I like to travel.



## UNIT 8

# MAKING REPORTS AND SHARING EXPERIENCES

### Making Reports

If you have just returned from a visit to Panama, a scout jamboree in Switzerland, or a trip to Alaska, you should have numerous incidents and experiences to relate. Yet one of the boys in telling of his trip to the zoo might hold the attention of the class better than you. What is wrong? Reports of unusual trips may be uninteresting if they give merely a list of the places seen. The success of a report depends on what you say and your manner of telling it. Pick out the high spots and make others see them.

Many times you are asked to report on an investigation you have made. Make this accurate and entertaining. If you want the class to remember what you say about Benjamin Franklin, give exact information and interesting incidents about his life. When you are giving a report, ask yourself these questions:

1. Do I speak pleasantly, clearly, distinctly, correctly?
2. Do I give accurate, interesting information?
3. Do I emphasize the important details?
4. Are the facts arranged in an orderly manner?

### Manner of Speaking

Even though the report which you have prepared is complete and entertaining, you will be unable to hold

the attention of your friends or classmates if you are not at ease and if your manner of speaking is not good.

### Posture

Correct posture gives you ease and poise so that you can give your attention to what you are saying. Do you know the proper way to stand? Try these suggestions:

1. Stand easily, not stiffly, but don't slouch.
2. Keep your chin up, not too high, but just enough to enable you to look a person squarely in the face. This will give you a feeling of confidence. It also frees the passage in your throat and improves your voice.
3. Let your arms and hands hang easily and loosely from your shoulders, except when you use your hands for gestures.
4. Don't wriggle; don't get the habit of playing with your rings or putting your hands in your pockets; and don't lean on a desk.

### Voice

How would you catalog your voice? Is it nasal, muffled, weak, pleasant, or animated? Is it pitched too high? Is it rasping? How would you rate if you were trying for a position as radio news broadcaster? A recent newspaper report told that a test director tried out the voices of two hundred applicants and hired but three. Would you have been one of the three?

The ideal voice is pitched rather low and has clear, pleasing tones. It is possible to develop such a voice, but not without constant effort and daily practice.

## Enunciation and Pronunciation

Listen to announcers of nation-wide broadcasting chains. They do not run their words together, nor do they say *wuz* for *was*, *doncher* for *don't you*, *becuz* for *because*. They pronounce distinctly, making use of the tongue, lips, and jaw.

Poor enunciation and incorrect pronunciation can spoil an otherwise interesting report. Become critical of your own speech, be alert to add new words to your vocabulary, and enunciate and pronounce each word clearly and correctly.

### Activity 1

Study the pronunciation of each of the following words. Have two captains divide the class into sides as for a spelling contest. The teacher will call the words by number. If your pronunciation is not correct, you will sit down. The side which has the larger number standing at the end of the contest wins.

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. often        | 15. Italian    | 29. February    |
| 2. route        | 16. bicycle    | 30. aviator     |
| 3. leisure      | 17. strength   | 31. drowned     |
| 4. address      | 18. athletics  | 32. grievous    |
| 5. English      | 19. stomach    | 33. Tuesday     |
| 6. handkerchief | 20. partner    | 34. architect   |
| 7. favorite     | 21. tremendous | 35. chauffeur   |
| 8. picture      | 22. pianist    | 36. inquiry     |
| 9. hundred      | 23. jewelry    | 37. superfluous |
| 10. whether     | 24. chimney    | 38. pageant     |
| 11. recognize   | 25. adult      | 39. finance     |
| 12. column      | 26. apparatus  | 40. municipal   |
| 13. defect      | 27. horizon    | 41. library     |
| 14. deaf        | 28. toward     | 42. statistics  |

### Class Criticism

If you are always satisfied with your own reports and are irritated when others make comments or if you are supersensitive and easily hurt by criticism, you will make little progress as a speaker. Criticize yourself, accept gladly criticism from your classmates, and make only courteous and helpful comments on others' work.

The purpose of each pupil's criticism should be (1) to help the speaker to improve and (2) to better his own speech. Consider first what has been said, then the manner of speaking. Criticism such as "He used too many *ands*" or "She used good words" is neither helpful nor constructive and merely wastes time. Suggesting how to avoid the overuse of *and* or mentioning good descriptive words used is of real value. Consider the effect of the speaker's pronunciation, enunciation, voice, and posture, and set up standards for your class. Some suggestions for varying the methods of criticism are:

1. Emphasize only one type of error each day. For example, on one day watch for grammatical errors; on another, for pronunciation.
2. Elect four or more class critics, each to give a one-minute report at the end of the class period.
3. Have a judge select the three outstanding speeches during the class period, and give a one-minute report telling the reason for the selection.
4. Appoint several critics, one for content of the speech, one for posture and voice, one for enunciation and pronunciation.
5. Appoint one critic to report on the interest and attention shown by the audience.

6. Have a number of pupils tell what they learned from the reports.

### *Notebook Work*

One method of improving your speech is to have a page in your notebook upon which the teacher's comments may be kept. Copy the following table in a loose-leaf notebook and hand the page to the teacher when you are about to give a report or make a speech. By watching the comments and mistakes you can judge your own progress.

### *Individual Criticism Card*

Name \_\_\_\_\_

Grade \_\_\_\_\_

Date						
Posture						
Voice						
Enunciation (Mistakes listed)						
Pronunciation (Mistakes listed)						
Material						

### Finding Interesting Topics

Are you wondering what you can report in English class tomorrow? Did you go fishing or hiking on Saturday? Perhaps you can solve your problem as this eighth-grade boy solved his.

"I wonder what I can give a report about in class Monday," Jack remarked, as he and David were on their way home from school. "I don't know anything interesting."

"Why don't you tell about the muskrat's house we found that Saturday we were getting cattails? Do you remember what it was like?" David asked.

"Sure I do," replied Jack. "I'd never seen one before. Wasn't it the queerest dome-shaped thing? You'd never guess from looking at it that it was made from reeds and cattails. Did you hear what that boy told us?"

"Didn't he say that from four to six muskrats live in one house?"

"Yes, and I was interested when he told us that people can predict what kind of winter they're going to have by the height of the muskrat's house. If it's tall, they say the winter will be long and cold."

"That will be a good thing to tell about in class, Jack," remarked David. "Everybody will be interested in that report."

### *Activity 2*

Plan a report on one of the following subjects or on a topic of your own. Give facts which are new to the other members of the class. Keep your eyes open. Get additional information from conversation, the radio, and books. Don't be satisfied with telling what everyone already knows. Avoid comma sentences (Handbook, pages 373-378).

1. What I saw on the way to school. 2. An assembly program. 3. Raising cherries. 4. Planting a garden. 5. Mak-

ing a dress. 6. My hobby. 7. Peculiar trees. 8. A picnic or party I enjoyed. 9. Games for a small party, for a large group. 10. At the circus. 11. A swimming lesson. 12. How the fire started. 13. An anthill. 14. How a flicker builds its nest (robin, oriole, cowbird). 15. When bees swarm. 16. Moving a house. 17. A magazine article I enjoyed. 18. A comedy on a streetcar. 19. Crossing the ocean. 20. Passing through the customs. 21. Work done in other departments of the school, such as mathematics, science, art, music, health education, domestic science, art craft shop, electrical shop, manual training shop, auto mechanic shop, drafting shop. 22. Packing to move. 23. Putting on a play. 24. Caring for the refrigerator. 25. A rock garden. 26. Raising tropical fish. 27. My favorite radio program. 28. At the aquarium. 29. A visit to the zoo. 30. My pet. 31. When I kept house. 32. Resuscitating a drowning person.



LIFE SAVING

*Publishers' Photo Service*



## Observing

We are apt to become so accustomed to the things we see every day that we fail to think of them as unusual. Are you like Rachel, who had always lived at Niagara Falls but had never taken the Gorge Trip until her cousin from Kansas City came to visit her?

Field trips through woods or along lakes offer excellent material for reports, and you may find interesting subjects even in your own yard.

### *Example:*

#### Dandelions

As Sally and I could not go with the group to Big Glen on Saturday morning, we decided to report on dandelions, which are thick in our lawn.

We discovered that the root of the dandelion is very tough and hard to kill. Even though the stem is broken off by the lawn mower or sickle, new stems will grow. The only way to get rid of a dandelion is to dig out every bit of the root.

When the stem is broken, a white, bitter juice runs out. This is the reason, I think, that animals don't eat the dandelion leaves.

The flower is made up of numerous small flowers, each of which contains many seeds; so one dandelion can start a whole crop. When the seeds are ripe, they look like little feathers and fly like gliders. In this way every lawn on the street can be seeded from a few dandelions. — PUPIL

### *Activity 3*

Prepare a short report on one of the following subjects or another in which you are interested. Organize the material in an orderly manner. Distinguish between opinion and fact. Talk directly to the class. If it is possible, illustrate the report with slides and pic-

tures. Use adverbial clauses for sentence variety (Handbook, pages 361-363).

1. Butterflies. 2. Moths. 3. Spiders, toads, frogs. 4. A pewee, Baltimore oriole, scarlet tanager, bobolink, wood thrush, catbird, English pheasant, hummingbird, bobwhite, meadow lark, cardinal, mocking bird. 5. A beaver, deer, weasel, fox, jack rabbit, mink, coyote. 6. The difference between a fly and a beetle. 7. Edible weeds. 8. The first wild flowers. 9. How drinking water is purified. 10. Foretelling the weather. 11. Using a compass. 12. Shipping food in refrigerator cars. 13. What a star is, the Milky Way, the solar system. 14. Uses of electricity on the farm. 15. Rotation of crops. 16. A recent scientific discovery. 17. Making sugar from beets.

### **Emphasizing Important Details**

Reports which give information about historical subjects, industries of the world, or famous people require the use of textbooks, encyclopedias, and other reference material. Whatever the subject may be, these reports should answer the questions "Who?" "When?" "Where?" "What?" "Why?"

Much of the success of a short report on a broad subject depends on your ability to choose the important details. Practice in outlining will help you. Read the material carefully, jotting down the points which seem to stand out. Choose details which will entertain and will be remembered by the class.

### ***Activity 4***

Choose one of the following topics or another suggested in social studies class and prepare a short report. Several pupils who are interested in the same subject may prepare a group report. Get your information

from books or magazines, but express it in your own words. Refer to pages 197-202 and 206-207 for books in which information may be found.

*Example:*

A group of four boys in an 8A class chose the following subject, outlined four subtopics, worked together in the library, and reported to their class. Each brought pictures to illustrate his share of the report.

Topic: Changes in the Means of Carrying the United States Mail.

- I. Pony express
- II. Transcontinental railroad
- III. Automobile
- IV. Airplane

1. The Mayflower Compact (time, place, by whom drawn, provisions, meaning). 2. The Declaration of Independence. 3. The Louisiana Purchase. 4. The purchase of Alaska. 5. Why your state is called the Empire State, the Keystone State, the Hoosier State. 6. What service to the people is given by each department of the President's Cabinet. 7. Inventions which have revolutionized agriculture, printing, cotton manufacturing, transportation. 8. The contribution to American life made by Jacob Riis, Augustus St. Gaudens, Walter Damrosch, Jane Addams, Louis Pasteur, Thomas Edison. 9. The effect of the building of the Panama Canal. 10. A visit to a city court. 11. A city council meeting. 12. Our postal system. 13. Where we get salt. 14. Salmon fishing in the Columbia River. 15. Sports in other lands. 16. The Olympic games. 17. The cost of running the schools in your town or city.

*Activity 5*

Choose one of the following topics or another on safety and prepare a two-minute report. Organize your material. Be definite and emphatic. Place modi-

fiers near the words they modify (Handbook, pages 322-324).

1. Safety at home. 2. Fire drills. 3. Hazards of icy and wet streets. 4. Dangers at Halloween. 5. Safety on the farm. 6. Safety at a busy street intersection. 7. Safety in crossing streets. 8. Safety at Christmas, on the Fourth of July. 9. School traffic squad. 10. Safety on the playground, in school hallways. 11. Helpful safety campaigns. 12. Safety in skating, tobogganing. 13. Dangers in alighting from a bus or streetcar.

### Sharing Experiences

Half the fun of going to New York for Easter vacation or driving through New England during the summer is telling your friends when you get home about the good times you had. Every traveler often thinks, "I wish John or Helen were here," or "I must not forget to tell Jean about this."

Do you interest or bore your friends with your accounts? If in relating your experiences you are merely entertaining yourself, your friends will wish that you would not try to tell them about your trips.

### Activity 6

Prepare to give in class a report on a trip to one of the following places or another which you may select. Do not waste words. Give worth-while information. Find fresher words than *nice*, *awfully*, *fine* (Handbook, pages 413-415).

1. A newspaper office. 2. Washington, D. C. 3. Your state capital. 4. A mine. 5. A blockhouse. 6. An Indian fort. 7. A state park. 8. A lighthouse. 9. An observatory. 10. An ocean liner. 11. A weather observation station. 12. A dairy. 13. A broadcasting station. 14. A cold-

storage plant. 15. An airplane ride. 16. A factory (box, woolen goods, camera, candy, shoe, glove, glass). 17. A fox or stock farm. 18. A refinery. 19. The home of a famous author or scientist. 20. A packing house (apple, cherry, peach, orange, apricot, grape). 21. A zoo or aquarium. 22. Any historical place (Quebec, Boston, Lexington, Ticonderoga, or one of local interest). 23. An automobile trip to Florida, the Black Hills, Niagara Falls, Denver, San Francisco, New England, the Adirondacks, the Finger Lakes, the Maine Coast, the Columbia Highway, the Ozarks, the Santa Fe Trail, or any other interesting place. 24. A visit to any of the national parks (Yellowstone, Glacier, Yosemite, Zion, Great Smoky, Bryce Canyon, the Grand Canyon, or another park).

### Recommending Books

The boys had been quiet for several minutes as they sat around the fire.

"Oh, look!" exclaimed Bob. "See the Indian in the fire. I'll bet it's Hiawatha."

"Where do you see him?" asked Don.

"Over at the right. He's standing holding a bow and arrow in his hand."

"I can't see an Indian," said Arthur, looking hard at the fire, "but I see a collie's face at the left. See that long nose? It must be Lad."

"Who's Lad?" asked Don.

"Haven't you ever read any of Terhune's stories? One tells of Lad, a collie that sometimes acted almost human. *Bruce* and *Wolf* are other good dog stories by the same author."

"The dog stories I read over and over," remarked Eric, who had been quietly watching the fire, "are Jack London's. Have you read *White Fang* and *Brown Wolf*?"

"Those are good stories," answered Ben, who was standing at the other side, "but I like stories about horses best. The story of *Coaly Bay*, the *Outlaw Horse* is good, and I've read *Smoky* by Will James so much that the book is almost worn out."

"Isn't it queer how real those animals seem? It is as though we had really known them instead of just read about them."

"Come on, boys," called Uncle Will; "it's time to turn in."

— PUPIL

Do you have any books which you like to read over and over? You feel that they are old friends which you are proud to introduce to other people. There are always so many new books being added to the libraries. How are you to know which ones to choose? Perhaps you ask a friend to recommend a good story. He suggests one and at the same time tells you what it is about and why he likes it — that is, he gives you a short report about the book.

### Book Reports

A book report or review should include (1) the title, (2) the author's name, (3) the setting or scene and time in which the story takes place.

Interest in the theme or general idea of the story and in the main characters may be introduced in various ways: (1) by telling an incident from the story, (2) by leading up to an exciting part and stopping, (3) by introducing a character, (4) by reading a conversation, (5) by telling something about the author, (6) by stating your opinion of the book with supporting reasons.

A report which is long and drawn out becomes boring. Make the book so entertaining that several of the class will want to read it immediately.

### *Activity 7*

Read the following book review and answer these questions about it:

1. What is the setting of the story?
2. What is one incident mentioned?
3. What is an exciting point?
4. In what ways is interest aroused?

### *Windy Island*

By Theodore Harper

Have you any curiosity about those far-off Pacific islands? One of the best of the recent stories about them is Theodore Harper's *Windy Island*. Windy Island is New Zealand, so called by the English settlers because of the great gales that sweep across its plains.

Bob Cornish enjoyed the wind and had many thrilling times playing with Jock, the Scotch shepherd, or riding over the plains with Tish, a red-haired girl who was as good as a boy at managing a bucking horse.

Another friend was Fitz, whom Bob met at boarding school. Together they explored the shore and climbed the hills, hunting for puffin or sea parrot eggs.

One Saturday morning after four hours of climbing he and Fitz came to the top of a steep cliff overlooking the ocean. There was wind in the offing, and they could see a whaler anchored about two miles from shore. They let themselves over the edge with ropes and started the search for puffin eggs. The face of the cliff was honeycombed with nests and burrows, and Bob was so occupied that he didn't notice that the wind had come up until it flattened him against the cliff. It took his breath, lashed his hair in his eyes. A drenching rain poured down. Suddenly the earth gave way under him, and he would have dropped if he had not had his arm hooked into a burrow. Finally he got his hair out of his eyes, caught the dangling rope, and slowly pulled himself to safety.

Fitz was waiting for him, staring out to sea. "Look at that ship," he cried. "It's broken its anchor and is being blown toward the rocks."

Bob and Fitz never knew how they reached the beach, but they made it in time to wade out and bring in exhausted sailors who were trying to swim ashore. When they had



built a fire in the protection of the cliff and the crew were being thawed out, the boys began to realize that this was no whaler. There was something mysterious about this ship and its crew. The men didn't act like fishermen. Who were they, then?

There is plenty of excitement in *Windy Island*, which you will enjoy reading for yourself.

### Activity 8

Find in one of the following magazines or newspapers a book review which interests you. Read and discuss it in class, showing what ways have been used to make the book sound attractive.

"Book Box" in *Boys' Life*

"Good Times with Books" in the *American Girl*

"The Book Corner" in *St. Nicholas*

"Books for Young People" in the *Sunday New York Herald Tribune*

"New Books for Boys and Girls" in the *Sunday New York Times*

"The Hunt Breakfast" in the *Horn Book Magazine*

### Activity 9

Imagine that you have been asked to recommend a book. Make your report interesting. Give the necessary details, using the correct tenses in describing action (Handbook, pages 268-271). Limit your talk to two minutes.

1. A mystery story. 2. An Indian story. 3. A scout story. 4. A pioneer tale. 5. An animal story. 6. A sea story. 7. A story about aviators. 8. Mythology. 9. Adventure. 10. Travel. 11. Everyday American girls and boys. 12. A story about children in other lands. 13. A boarding school or college story. 14. A story based on history.



## BOOKS FOR LEISURE READING

## Eighth Grade A

*Novels and Long Stories*

- Adams, Katharine: *Mehitable*  
Alcott, Louisa M.: *Little Women; Little Men; Jo's Boys*  
Allee, Marjorie Hill: *Judith Lankester*  
Davison, Frank Dalby: *Red Heifer*  
Dix, Beulah Marie: *Merrylips*  
Field, Rachel Lyman: *Calico Bush; The Bird Began to Sing*  
Gray, Elizabeth Janet: *Jane Hope*  
Haskell, Helen Eggleston: *Katrinka; Katrinka Grows Up*  
Hawes, Charles Boardman: *Dark Frigate*  
Heyliger, William: *Ritchie of the News*  
Masefield, John: *Jim Davis*  
McNeely, Marian Hurd: *Jumping-off Place*  
Meigs, Cornelia L.: *Pool of Stars; Swift Rivers; Clearing Weather*  
Raymond, Margaret Thomsen: *Bend in the Road*  
Skinner, Constance Lindsay: *Andy Breaks Trail; White Leader; Silent Scot*  
Snedeker, Caroline Dale: *Forgotten Daughter; Black Arrowhead*  
Sterne, Emma Gelders: *Amarantha Gay, M.D.*  
Terhune, Albert Payson: *Gray Dawn*  
Verne, Jules: *Twenty Thousand Leagues Under the Sea*  
Villiers, Alan: *Whalers of the Midnight Sun*  
Webster, Jean: *When Patty Went to College*  
White, Stewart Edward: *The Blazed Trail*

*Biography*

- Antin, Mary: *Promised Land*  
Eaton, Jeanette: *Young Lafayette*  
Gray, Elizabeth Janet: *Young Walter Scott*  
Green, Fitzhugh: *Dick Byrd, Air Explorer*  
Lindbergh, Charles A.: *"We"*  
Meadowcroft, William Henry: *Boys' Life of Edison*

Meigs, Cornelia L.: *Invincible Louisa*

Paine, Albert Bigelow: *Boys' Life of Mark Twain; Girl in White Armor*

Robinson, Edward: *Lawrence, the Story of His Life*

Root, Harvey W.: *Boys' Life of Barnum*

Rourke, Constance Mayfield: *David Crockett*

Scudder, Horace E.: *George Washington*

Seymour, Flora Warren: *Boys' Life of Kit Carson; Boys' Life of Frémont*

Sickels, Eleanor: *In Calico and Crinoline*

Wise, Winifred E.: *Jane Addams of Hull-House*

## Eighth Grade B

### Novels and Long Stories

Adams, Katharine: *Red Caps and Lilies*

Alcott, Louisa M.: *Old-Fashioned Girl*

Amicis, Edmondo de: *Cuore*

Armer, Laura Adams: *Waterless Mountain*

Atkinson, Eleanor: *Greyfriars Bobby*

Baker, Olaf: *Dusty Star*

Best, Herbert: *Garram the Hunter*

Brink, Carol: *Caddie Booklawn*

Burnett, Frances: *The Secret Garden*

Fitinghoff, Laura M.: *Children of the Moor*

James, Will: *Smoky, the Cowhorse*

Kent, Louise Andrews: *He Went with Marco Polo*

Lewis, Elizabeth Foreman: *Ho-Ming, Girl of New China*

Meador, Stephen Warren: *King of the Hills; Lumberjack; Red Horse Hill*

Montgomery, Lucy M.: *Anne of Green Gables*

Mukerji, Dhan Gopal: *Gay-Neck, the Story of a Pigeon*

Ovington, Mary White: *Zeke*

Schmidt, Sarah Lindsay: *New Land*

Singmaster, Elsie: *John Baring's House; When Sarah Saved the Day*

Terhune, Albert Payson: *Lad, a Dog*

Zollinger, Gulielma: *Widow O'Callaghan's Boys*

*Biography*

- Cather, Katherine Dunlap: *Girlhood Stories of Famous Women*  
Hamilton, Joseph G. and Mary T.: *Life of Robert E. Lee for Boys and Girls*  
Keller, Helen: *Story of My Life*  
Lisitzky, Genevieve Helen: *Thomas Jefferson*  
Looker, Earle: *White House Gang*  
Nolan, Jeanette Covert: *The Young Douglas*  
Richards, Laura E.: *Joan of Arc*  
Sandburg, Carl: *Young Abe Grows Up*  
Tarbell, Ida: *Boy Scouts' Life of Lincoln*  
Wade, Mary Hazelton: *Boy Who Dared, the Life Story of William Penn; Boy Who Loved Freedom*  
White, Stewart Edward: *Daniel Boone, Wilderness Scout*

*Activity 10*

Perhaps your class has been chosen to broadcast or give in assembly a fifteen-minute program for Book Week. Each pupil will prepare a review of one of the books on the home-reading list or of a new book approved by the teacher. Make your report descriptive and entertaining. Mention at least one incident. Appoint judges from your own or another class to choose the three reports which would be most suitable for the program. Consider the type of story, the manner in which the report is given, and whether it would make others want to read the book. Vary the length and kind of sentences you use (Handbook, pages 382-397).

*Activity 11*

Divide the class into groups of three or four. Each group will choose a book and dramatize the report for

the class. For example, the following plan was used by four boys who reviewed in assembly *Whalers of the Midnight Sun* by Alan Villiers:

John gave the background of the story and told why in 1918 the Norwegian ship *Pelagos* left the North Sea to hunt for whales, and how it found its way into the Antarctic Ocean.

Bob told the beginning of the story. Four boys who lived at Hobart on the island of Tasmania saw the *Pelagos* in the harbor and got jobs on board.

Jim, taking the part of Alfie, and Tom, the part of the captain, dramatized Alfie's joining the crew.

As an example of what interesting incidents might be found in the book, Bob gave one of the adventures the boys had on board.

### Motion Pictures

"How did you like the picture?" or "Is the play at the Regent good this week?" is a common greeting. You enjoy hearing another's opinion whether you are trying to decide which picture to see or merely want to get a general idea of the story. Good reviews of the setting, story, and characters may be found in newspapers and in magazines, such as *Boys' Life*, the *American Girl*, and *Time*.

### Activity 12

Find in a newspaper or magazine a review of a motion picture. Discuss in class the points which are emphasized. If you have seen the picture, compare the review with your opinion. How much deals with the plot? How much tells of the actors? What is said about the setting and the sound effects? How does a review of a motion picture differ from a book report? Read sentences from the review to illustrate or prove your points.

### *Activity 13*

Give a report or a review of a motion picture you have seen recently. Keep the incidents and the relationships of the characters straight. Distinguish between the possible and the impossible. Mention color effects, good acting, and scenes that are highlights of the picture. Watch the case of your pronouns and their agreement with antecedents (Handbook, pages 253-264).

### **Interviews and Conferences**

We usually think of interviews as the special privilege of newspaper reporters. We read how they stand around stage entrances, railroad stations, and hotels for hours, hoping to be rewarded by a few minutes' talk with the famous lecturer, singer, actor, or political candidate. Whether or not you are a newspaper reporter, you may have opportunities of interviewing noted people. In giving a written or an oral report of such an interview, tell (1) the person's name, (2) his appearance, (3) the difficulty in reaching him, (4) what he said, and (5) why you interviewed him.

In the interview introduce yourself simply, ask your questions politely, and stick to your point. Don't waste a busy person's time. Prepare ahead of time the questions you intend to ask. Even when the results are disappointing, express your thanks courteously for the consideration given.

### *Activity 14*

Read the report of an interview which a school-boy had with Dr. Stefansson, the arctic explorer. Answer the following questions:

1. What does the reporter say of Dr. Stefansson's appearance and manner?
2. What questions did the reporter ask?
3. How were they answered?

### Interviewing Dr. Stefansson <sup>1</sup>

It was my good fortune to interview Dr. Vilhjalmur Stefansson when he came to our school to speak about his experiences in the arctic. He is a typical Scandinavian, with fair complexion, light wavy hair, and blue eyes. Although he is one of the best authorities on the subject of arctic explorations, he is quiet, modest, and unassuming.

"Dr. Stefansson," I asked as he smilingly greeted me, "what are the most important qualities for an explorer?"

"He should have a good disposition and enjoy working," Dr. Stefansson answered. "He must also be educated and understand his work."

"What are some of the things that help to make an exploring expedition successful?" I inquired.

"The members must know their job and have a good leader. Then they must be willing to forget themselves and work together," was his answer.

"What was the greatest thrill you had on any of your trips?" was my next question.

"Well," he replied, "that would be hard to say, but I think there is no greater thrill than to see appear on the horizon a land which no man has ever seen before."

Just at that moment our principal came into the room. I thanked Dr. Stefansson and left, honored at having had the chance to talk with such a famous man.

### *Activity 15*

Write the story or give the report of an interview with any one of the following. Punctuate conversation correctly (Handbook, pages 336-338).

<sup>1</sup> *Pathfinder*, Washington Junior High School, Rochester, New York.

1. An outstanding citizen of your town or city.
2. A teacher of English, mathematics, general science, history, physical education, or guidance, on the value of his subject to pupils.
3. The conductor of an orchestra, as to the type of audience which is most helpful to him and the members of the orchestra.
4. A visitor to the school, or a visitor in your town or community.
5. A former citizen of your community who is now famous.
6. The park superintendent for permission to use a lodge in the park for a class picnic.
7. The principal for permission to use the school gymnasium for a Saturday athletic meet.

### Reporting the News

Reports on current events are news reels of the most interesting happenings in your school, your community, or the world in general. They should be up to the minute and should fit together into a program that will be as entertaining as a Pathé or other movie news reel.

In preparing a report on current events, remember:

1. To select a topic which is interesting.
2. To give the subject of your report and the source of your information.
3. To emphasize the important points.

### *Activity 16*

Give a report of current events in the form of an oral newspaper. Appoint an editor-in-chief, assistant editors, and reporters. Be sure that every member of the class has a position on the staff. During the week test the news stories by telling them to the class. The editors will choose the best for the complete paper.



Arrange for those in each department—for instance, foreign news or sports—to sit together and give their items in the order decided on by the editors. Give real news. Get your information from newspapers and such magazines as the *Literary Digest*, *World News*, the *Scholastic*, and *Time*.

### *Activity 17*

Publishing a class paper which is filled with school news is fun and prepares for work on the school paper. Appoint an editor-in-chief, assistant editors, and reporters to be responsible for sports, clubs, interviews, books, hobbies, and other departments. Work together. Post a pen-written copy on the bulletin board or run off copies on the mimeograph or ditto machine. Give real news.

The following were some of the headings in a four-page paper published by an eighth-grade class working two days during English, social studies, art, and shop periods: New Teachers, Gymnasium Remodeled, Harry Allen Winner in Contest, Results of Class Elections, Former Members Return, 8A-1 Goes Poetic, Prize Short Story, Who's Who in the 8A Soccer League, Dr. Wesley Adams Addresses Assembly.

### **Broadcasting a Bulletin**

Do you listen to the news broadcasts? Doubtless you like some news reporters better than others. What is the secret of their success? How does the speaking of news reporters differ? Even though they seem to be talking without notes, they are reading carefully prepared bulletins which are timed to the minute.



*Activity 18*

Imagine that your classroom is a broadcasting studio and that your class is to give two or three fifteen-minute news programs. Create the atmosphere of the studio by using a dummy microphone. Have a clock in evidence.

The effectiveness of the program will depend upon the choice of news and the manner in which it is given. In order to give different types of news divide the class into five groups. The members of each group will prepare to give news items on the subject assigned to their group. Suggested topics are:

1. School news.
2. Local or national athletics.
3. This week in Washington.
4. Other news of the United States.
5. Foreign news.

## UNIT 9

### WRITING BUSINESS LETTERS

#### Why Learn to Write Business Letters?

"Mr. Manley, did you mean what you said this evening at the dinner table?" John had been watching his chance to speak to him alone since dinner. Mr. Manley was the employment manager of E. P. Rouse and Company and should know about business, but he surely, thought John, hadn't meant exactly what he said.

"What did I say, John?" asked Mr. Manley.

"You said that, as a rule, if a boy or girl could write a good business letter, you would say that he had a good education. Is that all that you have to do to get a job?"

"I did say that, John, and I meant it. By a good business letter I mean one which says briefly and clearly what the writer has to say, is neatly written, and follows the correct business form. If a boy or girl can do that, he usually knows how to follow directions, is neat and orderly, and has a good vocabulary. That isn't all there is to getting a job but that is a good start."

"But if one isn't applying for a job, why is it so necessary to write business letters?"

"Do you realize that millions of letters go through the mails every day? These are expensive. Not only the postage and paper, but the stenographer's and

employer's time must be counted. If you order a sweater and do not give the size, the store has to write to you asking for a more complete description of the sweater. In that way there is loss of both time and money. No, John, you don't have to be in business to need to write business letters."

### *Activity 1*

Discuss the conversation which John had with Mr. Manley.

1. What business letters have you ever written?
2. Why is it important for you to learn to write business letters?

### **Parts of a Business Letter**

The six parts of a business letter are:

1. Heading — place and date.
2. Inside address — name and address of the person or company to whom you are writing.
3. Salutation — greeting.
4. Body — message.
5. Complimentary close — leave-taking.
6. Signature and official position of the writer.

### *Activity 2*

Examine the following letters and answer these questions:

1. What is included in the heading? How is it punctuated?
2. What does the inside address include? Where is it placed? How is it punctuated?
3. Where is the salutation placed? How is it capitalized and punctuated?

4. How is the complimentary close capitalized and punctuated?
5. Where is the signature placed?
6. What is meant by the slant style? The block style?

## BLOCK STYLE

*For Typewritten Letters*

105 Southern Avenue  
Orlando, Florida  
November 7, 1937

H. L. Robinson Company  
715 West Tenth Street  
St. Petersburg, Florida

Gentlemen:

With this mail I am sending you a suede jacket which I ordered from you on October 24. When I tried it on, I found that the left sleeve is shorter than the right one. Please exchange this jacket for one which has no defect.

Yours truly,  
George Crouch

SLANT STYLE  
For Handwritten Letters

51 Boone Place  
Knoxville, Tennessee  
October 17, 1937

Hotel McClellan  
Pennsylvania Avenue  
Washington, D. C.

Gentlemen:

I spent the week of October 8-15 at Hotel McClellan, occupying Room 412. Today for the first time I missed a tan polo coat. I remember hanging it on a clothes rack in the room. On the inside of the collar band is sewed the name Wellington Company, Knoxville, Tennessee.

If you find the coat, please mail it to the above address. The enclosed money order for one dollar should cover the postage and the insurance. I hope to hear from you soon regarding this.

Yours truly,  
(Miss) Evelyn Pierce

## Heading

1. The heading contains the writer's address and the date, and begins halfway across the paper an inch or two from the top.

2. Whether two or three lines are used, the date stands alone on the last one. When a letterhead is used, the date is written or typed at the right or in the center.

3. The slant style is commonly used in pen-written letters. Each line of the heading begins farther to the right than the one before. Either the slant or the block style, but not a mixture of the two, may be used in a typewritten letter. In the block style the second and third lines begin directly under the first.

4. The only punctuation needed is two commas — one after the name of the city or town, and one after the day of the month.

5. It is better not to use abbreviations in the heading.

#### SLANT STYLE

London, Kentucky  
August 17, 1937

24 Blackstone Avenue  
Evansville, Indiana  
November 10, 1937

#### BLOCK STYLE

Keystone Heights, Florida  
January 16, 1938

1404 West Second Street  
Des Moines, Iowa  
October 24, 1937

### Inside Address

The name and address of the individual or firm written to should begin at the margin. Always place a comma after the name of the town or city. Use the same style as was used in the heading — whether slant or block. Do not combine the two styles in one letter. Avoid abbreviating the name of the state and the words *street* and *avenue*. The addresses at the top of page 167 are examples of correct inside addresses.

SLANT STYLE

Globe Supply Company  
651 City Bank Building  
Kent, Ohio

Blair and Gold Company  
144 Congress Street  
Boston, Massachusetts

Mr. Charles F. O'Brien  
1834 Loma Street  
Los Angeles, California

BLOCK STYLE

Walter, Waite and Company  
746 Mount Royal Avenue  
Baltimore, Maryland

Dr. Robert W. Thomas  
Louisiana State University  
Baton Rouge, Louisiana

Dr. John C. Robinson  
3612 Locust Street  
Kansas City, Missouri

Salutation

1. Begin the salutation at the margin.
2. Use a colon after the salutation.
3. Capitalize the first word and all nouns.
4. The correct forms of salutation in business letters are:

*Dear Sir:*

*My dear Miss Gillis:*

*Dear Mr. Folwell:*

*My dear Dr. Proper:*

*My dear Madam:*

*Dear Madam:*

*Gentlemen:*

*Ladies:*

Activity 3

Correct the following headings, inside addresses, and salutations for handwritten letters:

1. Lidoux, Idaho, Aug 7, 1937
2. 144 Ocean Ave.,  
Portland, Me.  
April 14, 1937.
3. October 10, 1937  
1109 South Wabash Ave.  
Chicago  
Illinois

4. Memphis Auto Supply Company  
63 Maple Avenue,  
Memphis, Tennessee
5. Prof. H. L. Field  
Syracuse Univ.  
Syracuse N. Y.
6. Miss Sylvia Thomas.  
725 Oak Street.  
Cincinnati, Ohio.
7. My Dear Mrs. Stevens:
8. Dear sir:
9. My dear Gentlemen:
10. Dear Madam,

### Body of the Letter

1. Indent all paragraphs alike.
2. Avoid using abbreviations. It is better to write out the names of months, states, and countries.
3. Make the letter clear, courteous, concise, and complete. Give the necessary information definitely and accurately. Don't use such expressions as *and oblige*; *beg to state*; *enclosed please find*; *thanking you in advance*, *I am*.

### Complimentary Close

1. Begin the complimentary close halfway across the page.
2. Capitalize the first word only.
3. Place a comma after the last word.
4. The forms of complimentary close which are preferred in business letters are:

*Yours truly,*  
*Truly yours,*

*Very truly yours,*  
*Yours very truly,*



*Respectfully yours* may be used in letters to superiors — for example, a student to his principal or the governor. *Cordially yours* and *Sincerely yours* may be used in business letters to acquaintances.

### Signature

1. Begin the signature below the complimentary close and to the right in slant style, and directly underneath the first word of the complimentary close in block style.

2. No mark of punctuation should be used after the signature.

3. Write legibly.

4. The correct form for a woman's signature is:

*Unmarried woman:* (Miss) Henrietta Walls

*Married woman:* Claire Lytle  
(Mrs. John A. Lytle)

### Activity 4

Write the heading, address, salutation, complimentary close, and signature of each of the following letters. Capitalize and punctuate correctly.

1. John Haskell, 401 Franklin Street, Harrisburg, Pennsylvania, writes to Arthur Fisher, Education Building, Albany, New York.

2. William R. Price, 65 East 56th Street, New York, New York, writes to Warren W. Knox, 428 Saxon Street, Dallas, Texas.

3. Miss Marjorie Mills, 734 Southern Drive, Pittsburgh, Pennsylvania, writes to the Knox School for Girls, Coopers-town, New York.

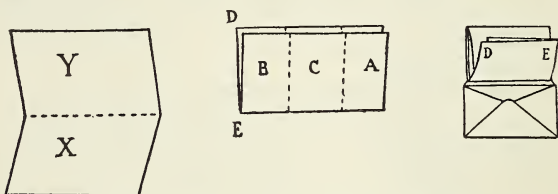
4. Mrs. James H. Preston, Fairview, Ohio, writes to

Harper's Bazaar, 572 Madison Avenue, New York, New York.

5. From your home address write to the Maxwell and Bright Company, 49 Randolph Street, Chicago, Illinois.

### Paper and Folding

Heavy white paper and envelopes of good quality add distinction to all correspondence. The full-size letter-sheet is  $8\frac{1}{2}$  inches by 11 inches. Fold the bottom half of this sheet *X* over the top half *Y* with the lower edge a quarter of an inch from the upper edge. Then



over the center *C* fold in turn from the right and the left *A* and *B*, each slightly less than one third of the folded sheet.

When, for a short letter, paper 6 inches by  $9\frac{1}{2}$  inches is used, fold the lower third up and the top third down.

### Envelope

1. In the envelope address use the same style as was used in the letter — either slant or block.

2. Direct the letter accurately and legibly. Help the post-office department by avoiding abbreviations.

3. Write the return address in the upper left corner. Misdirected envelopes without return addresses go to the Dead Letter Office.

4. Place the stamp in the upper right corner. A

stamp diagonally across the corner of the envelope is evidence of haste, carelessness, or freakishness.

SLANT STYLE

*W. D. White*  
*Nineville, New York*

STAMP

*Dr. T. J. Burnett*  
*339 East Avenue*  
*Jacksonville*  
*Florida*

BLOCK STYLE

M. C. Bristol  
418 Drake Street  
Eugene, Oregon

STAMP

Mrs. Lawrence R. Stebbins  
827 Fourth Street  
McKeesport  
Pennsylvania

**100 Per Cent Test — Letter Form**

The punctuation, capitalization, and arrangement of five of the following headings, inside addresses,

salutations, complimentary closes, signatures, and envelope addresses are correct. Write the numbers of the correct ones on a sheet of paper.

*Headings:*

1. 1902 South Denver Street  
Tulsa, Oklahoma  
September 4, 1937
2. 118 Elm Street  
Oberlin, Ohio, May 18, 1938

*Inside addresses:*

3. McCloskey and Company  
273 East Main Street  
Syracuse, New York
4. Dr. Charles M. Miller  
Veterans' Hospital  
San Fernando, California

*Salutations:*

5. My dear Mrs. Wilson:
6. My Dear Dr. Brown,

*Complimentary closes and signatures:*

7. Yours Truly  
*James Nolan*
8. Truly Yours,  
*(Miss) Helen Bradley*

*Envelope addresses:*

9. Burlingame Travel Bureau,  
547 W. Jackson Blvd.  
Chicago  
Ill.
10. Mr. J. P. Cummins  
427 South Union Street  
Omaha  
Nebraska

### *Activity 5*

Correct the five wrong examples in the preceding test. Be prepared to write from dictation the five correct ones.

## KINDS OF BUSINESS LETTERS

### Answering Advertisements

1. In answering an advertisement give the name and date of the paper or magazine in which it appeared.
2. Tell what was advertised.
3. Give your reason for answering it.

### *Answering a Lost and Found Advertisement*

Dog — Lost, black cocker spaniel; license 199644, A. J. Bellen, 174 Monroe Ave.
--

Panama, New York  
 July 24, 1937.

Mr. A. J. Bellen  
 174 Monroe Avenue  
 Jamestown, New York

Dear Sir:

In the *Morning Post* of July 23, I read your advertisement for a cocker spaniel which was lost. This morning a dirty, mud-covered dog answering this description and wearing the license number 199644 appeared in our yard. We shall keep him until we hear from you.

Yours truly,  
 James Davidson

### Activity 6

Imagine that you have lost or found one of the following and answer the advertisement.

Lost and Found	
<b>B</b>	<b>ICYCLE</b> — Found. Apply L. E. Allen, 583 Scio St.
<b>B</b>	<b>ILLFOLD</b> — Lost, well worn, gentleman's, containing about \$50, at Durand-Eastman Park. E. Hoffman, 30 Langslow St. Reward.
<b>G</b>	<b>GLASSES</b> — Lost. Reward. Stone 104. J. E. Bauer, 191 East Ave.
<b>D</b>	<b>OG</b> — Lost, Irish setter, brown with white on throat, answers to name "Rex." Reward. M. M. Howard, 576 Plymouth St.
<b>W</b>	<b>IRE-HAIRED</b> fox terrier lost; black and white; wore harness; no tag. Monroe 4384-J or 550 Winton Road South. Reward.

### Application for a Position

A letter of application gives a clear picture of you. If the letter and envelope are blotted, if the writing is careless and hard to read, the employer sees a slack, indifferent person who would be of little value in his office.

When you are writing an application, follow these suggestions:

1. Write legibly on clean stationery.
2. Make the letter fit the advertisement by giving the qualifications mentioned, and whenever it is possible paste the advertisement at the top of the application.
3. Include these items: source of information about vacancy, exact position applied for, age, height, education, experience, references, and request for interview.

*Application*

**T**RUMPET PLAYER — A-1, steady  
work, park plan job, give particulars.  
C-14, this office. 37

961 Colfax Avenue  
Denver, Colorado  
June 30, 1937

C-14, Rocky Mountain News Office  
Denver, Colorado

Dear Sir:

I am interested in the position advertised by you in today's *Rocky Mountain News* for a trumpet player and I submit my qualifications.

Age: Sixteen.

Birth: American.

Education: Graduate of the Cole Junior High School, Denver, Colorado. I took extra work in music and was the trumpet soloist for two years in the school band.

Experience: I played in a band which broadcast twice a week over KOA last summer and again for the last six months.

References:

Mr. William Pepper  
Director of the Interschool Band  
827 Logan Street  
Denver, Colorado



*Application (Continued)*

**Mr. W. R. Holmes**  
Principal of Cole Junior High School  
Denver, Colorado

**Mr. Edmund Brown**  
Boys' Adviser  
Cole Junior High School  
Denver, Colorado

I shall be pleased to call at your office for an interview at your convenience.

Very truly yours,  
Russell Whiting

4. Don't tell the firm that you are intelligent; prove that you are by writing a careful, neat, correct letter.

5. Give the complete names and addresses of references.

(Right) Reference:

Mr. William Armstrong  
Roosevelt Junior High School  
Appleton, Wisconsin

(Wrong) For further information you may address my principal, Mr. Rouse.

*Application*

428 Norfolk Street  
San Antonio, Texas  
March 14, 1937

Miss Mary R. Merrick  
Memorial Library  
29 Main Avenue  
San Antonio, Texas

Dear Madam:

Through one of my teachers, Miss Ethel Conroy, I heard that you would like to secure a girl to work in the library after school, and I wish to apply for the position.

I am fourteen years of age and am in the eighth grade at Mark Twain Junior High School. I have been a member of the school library club for two terms and have been one of the two student helpers in the library for the past term.

For further information concerning my character and ability you may apply to —

Miss Edna N. Bayer  
Librarian, Mark Twain Junior High School  
San Antonio, Texas

Reverend Victor Bucher  
475 St. Mary's Street  
San Antonio, Texas

I shall be pleased to call at any time for a personal interview.

Yours truly,  
Martha Couchman

*Activity 7*

Read the two applications. What does each tell you about the person who wrote it?

*Activity 8*

Write an application answering one of the following advertisements or another clipped from the Help Wanted column of a newspaper. Give your own qualifications truthfully. Use concise sentences (Handbook, pages 318-321). Punctuate correctly (Handbook, pages 331-346).

<b>G</b> IRL — Office — Part time; typing necessary; references. F478 Times.
<b>F</b> OUNTAIN CLERK — Part time; no experience necessary; references. Box 424, 15 East 40th Street.
<b>B</b> OY to deliver groceries after school and on Saturday. References required. Campbell Brothers, 47 Main Street.
<b>G</b> IRL to be a companion of a seven-year-old girl, to tell her stories, and to teach her. Monday, Wednesday, and Friday evenings. Box 107.
<b>B</b> OYS, ages 14 to 18, temporary position. Apply Postal Telegraph. 28 South Ave.
<b>B</b> OYS with exceptional voices, ages 10-13 years; written applications only. Blessed Sacrament Choir, 152 West 71st St.
<b>G</b> IRL to operate multigraph, 3 to 5, afternoons, typist preferred. State age, salary desired. NN-59, this office.
<b>C</b> ASHIER — Experienced. Good reference. GG-1, this office.
<b>Y</b> OUNG WOMAN, inexperienced, for dentist's office; state age, education, other qualifications, salary expected. S 541 Times.

### Letters about School Business

At times pupils have to write business letters about school affairs. The manager of the soccer or the swimming team, for example, needs to write to other managers about dates of games or meets. Such letters should be definite and courteous and make accurate arrangements about time and place.

29 Water Street  
Wichita, Kansas  
September 24, 1937

Mr. Raymond Brice  
Wellington, Kansas

Dear Mr. Brice:

On November 12 the basketball team of the Hamilton Junior High School of Wichita, Kansas, would like to have you referee a game in the school gymnasium. The game will start at four o'clock. Will you please let us know whether you have that date open? The usual fee is five dollars, which is the amount agreed upon by the junior high school league.

Yours truly,  
William McCune

### Activity 9

Write one of the following letters. Capitalize it correctly (Handbook, pages 325-330).

1. As secretary of your class ask the principal if your class may use a certain room for a special entertainment on February 12 (or another date).

2. As manager of your basketball team write to another team to arrange a game. Be definite about the place, date, expenses, and referee.

3. As secretary of the student organization invite the superintendent of schools, the mayor, the city manager, the chief of police, or the fire chief to speak at your school assembly.

4. Write to a college, asking for information about courses, expenses, and entrance requirements.

5. Your school is being remodeled. As your class or club secretary ask the principal of another school for permission to use his assembly hall for a play your class is giving, or for permission to use the gymnasium or swimming pool for a special exhibit.

6. You have moved to another town or city. Write to the school you attended last year, asking for your marks and credits.

## UNIT 10

# MAKING OTHERS SEE

### Pictures

Do you like to take pictures? It is fun not only to take them but to have them afterwards. When you look through your book of snapshots, you may find pictures of a dog you once had, the house in which you lived when you were little, or a group of friends whom you haven't seen since you were at camp. Each picture recalls a good story. You say, "Do you remember the night Laddie frightened away a burglar?" "Doesn't Doris look funny in that bathing suit?" or "Isn't the view across Lake Placid from the Whiteface Inn glorious?"

Describing is making pictures with words instead of with a camera. Often one sentence in a letter or a story gives a clear and vivid impression. If you wish to make someone see the cabin in which you camped or the fire that you saw, choose words which exactly describe it.

If a snapshot is blurred and indistinct, you throw it away. If a description is wordy and vague, it is just as worthless. The best description is short and picture-making.

### *Activity 1*

What pictures do you see as you read the following poem? Prepare to read the poem aloud so well that your hearers will see all the pictures in it.

Little Lost Pup <sup>1</sup>

He was lost! — not a shade of a doubt of that,  
For he never barked at a slinking cat,  
But stood in the square where the wind blew raw  
With a drooping ear and a trembling paw  
And a mournful look in his pleading eye  
And a plaintive sniff at the passer-by  
That begged as plain as a tongue could sue,  
“O Mister! please may I follow you?”  
A lorn wee waif of a tawny brown  
Adrift in the roar of a heedless town.  
Oh, the saddest of sights in a world of sin  
Is a little lost pup with his tail tucked in!

Now he shares my board and he owns my bed,  
And he fairly shouts when he hears my tread;  
Then, if things go wrong, as they sometimes do,  
And the world is cold and I'm feeling blue,  
He asserts his right to assuage my woes  
With a warm, red tongue and a nice, cold nose  
And a silky head on my arm or knee  
And a paw as soft as a paw can be.

When we rove the woods for a league about  
He's as full of pranks as a school let out;  
For he romps and frisks like a three months' colt,  
And he runs me down like a thunderbolt.  
Oh, the blithest of sights in the world so fair  
Is a gay little pup with his tail in the air!

*Activity 2*

Select the picture-making words in each of the following sentences:

<sup>1</sup> Reprinted by permission from *Death and General Putnam* by Arthur Guiterman, published by E. P. Dutton & Company.



*Example:*

In an open sunny meadow stood a beautiful brown doe with her two spotted fawns.

The picture words are: *open sunny meadow, beautiful brown doe, and spotted fawns.*

1. The schoolroom was the most forlorn, desolate place I had ever seen.

2. The chain had been knotted, kinked, and twisted until it was absolutely useless.

3. She dreamed of beautiful rooms hung with Oriental draperies and lighted by tall bronze candles.

4. The dog rose, his hair bristling, and stood perfectly rigid.

5. The blue sky dotted with fleecy white clouds gave no hint of rain.

6. A large black cat rose, and with a dignified, graceful air sauntered to the saucer of milk.

7. The car drew up to a neat little red-brick inn with overhanging eaves.

8. The lion — a long, slender, yellowish cat — braced himself against the rock and then leaped fifty feet to the slope below.

9. I recall again the little room with its open corner cupboard, its square-backed chairs, and its angular, little staircase leading to the room above. — DICKENS

10. Two gentlemen met them at the station — one a tall, fair man with lionlike hair and beard and penetrating light-blue eyes; the other, a small person, very neat, with trim side whiskers and an eyeglass. — CONAN DOYLE

*Activity 3*

Choose ten of the following, and write a good sentence describing each:

1. A cellar. 2. My room. 3. A newsstand. 4. An old road. 5. A canoe. 6. A motorboat. 7. A sailboat. 8. A snowstorm. 9. A barn. 10. A fireplace. 11. A mountain

cabin. 12. Whitecaps. 13. A new house. 14. An old house. 15. An oil well. 16. A street. 17. A river. 18. A picnic ground. 19. A rug. 20. A desk. 21. A chair. 22. A tramp. 23. A gypsy. 24. Grandfather. 25. Grandmother. 26. My sister or brother. 27. A movie star. 28. A busy corner. 29. A homemade automobile. 30. A secondhand store.



AN AUTUMN SCENE

*James W. Barker*

### Descriptive Words

Some single words are so vivid that they make one hear the sound or see the object described. Such words give life and action to speech and writing.

### Activity 4

Fill each blank with as many descriptive predicates as you can.

*Example:*

An airplane *glides, circles, soars, darts, swoops, spins.*

- |                 |                   |
|-----------------|-------------------|
| 1. Rivers _____ | 5. Horses _____   |
| 2. Fire _____   | 6. Trees _____    |
| 3. Trains _____ | 7. Children _____ |
| 4. Dogs _____   | 8. Wind _____     |

**Activity 5**

Words such as *hiss* and *hoot* describe or imitate sounds. Note the sounds the following words describe. Use each word in a good sentence.

bang	clang	mew	tinkle
buzz	click	swish	twitter
boom	clatter	splash	whizz

**Activity 6**

Choose the more vivid word from the parentheses in each of the following sentences:

1. It was the — ride I had ever taken. (worst, wildest)
2. She gave me a piece of — cake. (good, delicious)
3. We saw the road only now and then when it was lighted by — flashes of lightning. (bright, dazzling)
4. The — of thunder made speech difficult. (noise, crash)
5. We followed a trail which — through the hills. (went, wound)
6. We — on for at least an hour. (went, plodded)
7. The waves — the spray over the boat. (threw, dashed)
8. The wind was ripping the sails into —. (pieces, shreds)
9. We were — in spite of the rude shelter. (wet, drenched)
10. The car — over the bank. (ran, plunged)

11. We could hear the —— of the waves on the shore.  
(noise, swish)

12. Two runaway horses dashed —— over the rough road.  
(madly, quickly)

### *Activity 7*

Choose from each parentheses the word or expression which makes the more vivid picture:

The Christmas tree was (brightly, brilliantly) lighted by (many, a multitude of) little tapers; and everywhere (sparkled, shone) and glittered with (nice, bright) objects. There were (rosy-cheeked, pretty) dolls and real watches (dangling, hanging) from (many, innumerable) twigs. There were (jolly, broad-faced, funny) little men (placed, perched) among the boughs; there were baskets and pincushions, games, swords, and banners; real fruit made (bright, dazzling) with gold leaf — in short, as a pretty child whispered, "There was everything and more." — DICKENS



*Courtesy Rochester Memorial Art Gallery*

MODELING REQUIRES KEEN OBSERVATION

### Observing

Good description depends to a large degree on one's power of observation. Do you really see objects or do you just look at them? You may be surprised to find how many interesting things you have looked at but not seen.

### *Activity 8*

Read the following description. What details has the writer observed?



GAY YOUNG DOGS

### A Corner of the Park

I'm fortunate, because I come through the park every morning on my way to school. When it's cold and snowy, I hurry, but in the springtime I walk just as slowly as possible.

Every day the park looks different. The tulips and jonquils seem to grow inches over night, and almost every morning I see a new bird. For the last week I've been especially watching a magnolia tree. The buds were tight, then a little bit looser, and this morning the flowers were out, white and waxy.

I wish that some day I could have my house in a park so that I could keep track of the birds and flowers all day.

— PUPIL

### *Activity 9*

Describe accurately something that attracts your attention on the way to or from school. Give details which will make your description interesting. Avoid overworked words (Handbook, pages 413-415). Use other connectives besides *and* and *but* (Handbook, pages 387-390).

1. An attractive house. 2. A factory. 3. An old warehouse. 4. A park. 5. A railroad station. 6. An office building. 7. A greenhouse. 8. A school building. 9. A bank. 10. A store. 11. A firehouse. 12. A church. 13. A dilapidated house. 14. A window display. 15. A parade. 16. A fire. 17. An accident. 18. An amusing happening. 19. A new building. 20. Fixing the water main. 21. Tearing up a pavement. 22. A lost dog. 23. Cutting down a tree. 24. Excavating for a building. 25. A child in the street.

### **Training the Senses**

How often do you see advertisements of cakes or salads that make your mouth water? Can you recall how strawberries taste? As you drive through the country, can you distinguish odors, such as buckwheat or sweet clover? When you are blindfolded, is your sense of touch keen enough to distinguish between twine and thread, granulated sugar and corn meal? Developing the senses opens new worlds to everyone.



### *Activity 10*

Find in magazines or newspapers five advertisements that appeal to the senses. How is the appeal made?

#### *Example:*

1. Use Belle Aris, and your refrigerator will always smell as sweet and clean as it looks.
2. Fruito has that delightful tangy taste — is never too sweet.

### *Activity 11*

Write a good sentence to advertise one of the following:

1. A dessert.
2. A soap.
3. A perfume.
4. Silk, velvet, woolen goods.
5. A fruit.
6. A soup.
7. A substantial food, such as ham, sausage, rice.
8. Musical instruments.
9. A magazine.
10. A camera.
11. A bicycle.
12. An electric iron.
13. A summer or winter resort.
14. A lamp.
15. A trip.

### *Notebook Work*

Collect in your notebook nouns, adjectives, and verbs dealing with each of the senses. Add to the list as you hear or read new words.

#### *Example:*

Adjectives which describe sounds: *sharp, rustling, patterning, crashing, grinding, thundering, shrill, deafening, distant, soothing, warning, creaking, musical, chattering, choking.*

### *Activity 12*

Write a short description of one of the following sensations. Use vivid verbs, nouns, and adjectives.



*Example:*

The street had been quiet with that just-before-dawn stillness. In the distance, then nearer and nearer, came the *clop, clop, clop* of a horse's hoofs. Footsteps sounded under the window, milk bottles clinked; then the *clop, clop, clop* faded into the distance. — PUPIL

1. A wood fire in the country. 2. Frying bacon over a camp fire. 3. Wind through pine trees. 4. Odors in a greenhouse. 5. Stepping on a cold floor with bare feet. 6. A morning dip in a pool or lake. 7. A train whistle. 8. A flower bed. 9. A summer rain. 10. A flat tire. 11. Flying in choppy air. 12. A perfect landing.

*Game*

Appoint a committee to arrange on a table behind a screen ten or more objects, such as velvet, silk, marble, a peach, an apple. By touching them, each person blindfolded will identify as many articles as possible. One of the committee will keep the score. Another group will hold different flowers for each to identify by smelling, as lilacs, azaleas, carnations, lilies of the valley, roses, violets. The pupil identifying the largest number wins.

*Choosing Details*

When you are describing a person, give details which show how he differs from another. Use words which will make others see the person clearly. Avoid such overworked words as *nice*, *pretty*, and *great* (Handbook, pages 413-415).

*Activity 13*

Read the description of Jo March. How could you recognize her if she came into your classroom?

Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt. She had a decided mouth, a comical nose, and sharp gray eyes which appeared to see everything, and were by turns fierce, funny, or thoughtful.

— LOUISA M. ALCOTT, *Little Women*

### *Activity 14*

In the description of the conductor, what details are mentioned? What descriptive words are used? How could he be identified in a group of conductors?

#### The Conductor

As I got on the train at the Junction, I looked for the conductor who had helped me when I went to Grandmother's at Christmas time. Although I had seen him only that one time, I thought of him as one of my friends. Just when I had given up hope of seeing him again, I recognized his voice saying, "Tickets, please."

You would never know to look at him that he could be so nice. He was short and thin and looked cross. His uniform with its rows of brass buttons gave him a severe dignity. His small dark eyes peered over the rims of his glasses, which were usually perched halfway down his long nose. His voice differed from what you would expect in such a small man. It was deep and friendly, and made you feel that he would see that everything on his train would be all right.

— PUPIL

### *Activity 15*

Without giving the name, write and read to the class a description of one of your classmates. Make it so accurate that the others can guess whom you mean. Don't begin every sentence with the subject (Handbook, pages 384-387).

### Activity 16

Describe to a policeman a little brother or sister who is lost in a crowd or has wandered away from home. Give details by which the child may be identified.

### Activity 17

Imagine that you are to go to camp with a group whom you will meet in the South Station in Boston, June 30, at 10 o'clock in the morning. Write to the camp director, describing your appearance so that he or she will recognize you.

### Activity 18

Describe one of the following. Use picture-making words. Substitute other verbs for *was* and *were*. Give details by which the person could be recognized.

1. A clown at a circus. 2. An old man. 3. A Dutch boy or girl. 4. A gypsy. 5. The queerest-looking person I ever saw. 6. The best-dressed person I know. 7. An artist. 8. A baseball hero. 9. A movie actor or actress. 10. An Indian. 11. A tramp. 12. A cocksure person. 13. A bashful person. 14. A good neighbor. 15. The postman. 16. A jockey. 17. A policeman. 18. A doctor. 19. My favorite character in fiction.

### Picturing Vividly

A description need not be long to be good. A few sentences in which descriptive words are used will make a picture full of life and color. As you point out details, avoid too frequent use of *and* and *but*. Use such connecting words as *below us*, *at the right*, *far in the distance*.



NEW TRAILS

*Courtesy Canadian Pacific*

### *Activity 19*

Read and discuss the following short descriptions. Which is the clearest? What details are given in each? What are some of the best descriptive words?

#### The View

The rugged mountains loomed high above us. Below I could see a long stretch of prairie. The sky was blue with fluffy snow-white clouds floating through it, like whipped cream in a blueberry pudding. The hot dusty road was cooled by a sudden short shower, followed by a vivid rainbow. How wonderful it is to live in such a beautiful state as Colorado! — PUPIL

### The Dark Passage

As we walked down the dark passage, the moss-covered floor seemed to skid before us. Into the unknown we glided, and as we splashed in the puddles we felt shreds of spider webs bathe our faces. We could hear the sound of rushing water between cold stone walls. Suddenly the passageway turned. Before us swirled a black, oily torrent that came out of the darkness and went into the darkness in a noisy, turbulent stream. — PUPIL

### Snow

A gray, cold mist settles on the world like a thin veil. The tall trees, stripped of their leaves, stretch their branches appealingly toward the sky. Far in the distance the snow-capped peaks rise dimly, while a few stray flakes of snow drift slowly down.

The wind blows a sudden chilling blast. As if it were a signal, the snow begins to fall more swiftly, spreading a soft mantle over the earth, wrapping it in white fleecy robes. The air is now thick with tiny, dancing, whirling crystals, playing at tag on their gay journey to earth. — PUPIL

### Activity 20

Write a short paragraph describing the scene suggested by one of the groups of words on page 195. Choose details carefully. Use descriptive words. Avoid sentence fragments (Handbook, pages 369-373).

*Example:*

Rain — muddy street — a dog.

### A Wet Composition

It was a wet, soggy day. While the rain was pouring down in torrents, a little, lost, forlorn pup came down the muddy street, whining, as if it would like to add a few tears to the splashing raindrops. — PUPIL

1. Noon — a busy corner — streetcars — automobiles — hurrying crowds.
2. Night — a house — wind — rain.
3. A dusty road — heat — thirst — a distant mountain.
4. A stream — moonlight — a canoe — music.
5. A green lawn — sunshine — tennis — golf.
6. A lonely road — wind — sleet.
7. A road — shady — cool — a stream.
8. A mountain trail — bushes — rocks — deep ravines.
9. A rainy night — excitement — crowded city street.
10. A hot night — crowds — noise — laughter.
11. A picnic — friends — fun — food.
12. The day before Christmas — snow — crowds — laughter — bundles.
13. A beach — umbrellas — crowd — lifeguards.

### *Activity 21*

Paint a word picture of "A Winter Scene in Norway" on page 92 and of "New Trails" on page 193. Make the descriptions so clear that one who doesn't see the pictures can imagine them.

### *Class Word Picture Book*

Would you like to write a book of word pictures and present it to your teacher or to the school library? In the preparation of a book all the members of the class work together.

Appoint an editor who will choose committees whenever they are necessary. Each pupil will copy carefully and hand to the editor the best word picture he or she has written during the term.

The committee will arrange these into chapters. For example, one chapter may be descriptive of weather, another of people, another of animals, another of places.

A committee in charge of the binding will arrange for a suitable cover. Perhaps this may be designed in art class. Another committee may take care of collecting and arranging illustrations.

You should do your best work and take great care so that you will be proud of the completed book. It may be displayed in your room, an exhibition case, or the library.

## UNIT 11

### USING THE LIBRARY

Boys and girls who swim like the water; those who skate and ski enjoy the winter. Likewise most young people who know how to find in the library books which interest them like to read. Learning how to use the library — its card catalog, the encyclopedias, dictionaries, and other reference books — opens new avenues to enjoyment and knowledge.



#### The Card Catalog

The purpose of the card catalog is to help you find the book you want. When you look for a book in the library, you may have —

1. The name of the author but not the name of the book
2. The name of the book but not the name of the author
3. Only a subject that you want to look up



Three kinds of cards in the catalog are: (1) the author card, which bears at the top the name of the author; (2) the title card, which has at the top the title of the book; and (3) the subject card, which has at the top the subject of the book.

### *Author Card*

910.4	Gollomb, Joseph
G62	Pirates, old and new; woodcuts by Clyde A. Nordquist. 382p. illus. New York. Macaulay company, cl928.

### *Title Card*

910.4	Pirates, old and new
G62	Gollomb, Joseph Pirates, old and new; woodcuts by Clyde A. Nordquist. 382p. illus. New York. Macaulay company, cl928.

### *Subject Card*

910.4	PIRATES (usually in red)
G62	Gollomb, Joseph Pirates, old and new; woodcuts by Clyde A. Nordquist. 382p. illus. New York. Macaulay company, cl928.

In searching for books on the subject of pirates, you will probably find a card similar to this:

### *Cross Reference Card ("See also" reference)*

PIRATES, BUCCANEERS PRIVATEERS	see also
--------------------------------------	----------

This card tells you that if you want additional information on pirates, you must look in the catalog under

the subject headings *Buccaneers* and *Privateers*. By using cross reference cards you can discover in a short time a wide range of material bearing on your topic and on subjects closely related to it.

### *Activity 1*

Using the card catalog and paying special attention to subject and cross reference cards, answer the following questions:<sup>1</sup>

1. What books about John Muir does the library have?
2. Your text suggests the names of other heroes such as Admiral Richard Byrd. What book about him does the library have?
3. Look up the heading *Heroes* in the catalog to find books like Parkman's *Heroes of Today*, which is full of stories of brave men and brave deeds. List all titles that you find.
4. To what other headings does the catalog refer you?
5. What books about heroines are in the library?
6. Look up the name of some brave man or woman in whom you are particularly interested. What titles do you find?

### **Book Notes**

When you have read for study or recreation a book which interests you, jot down on a filing card a brief book note in this form:

Stockton, Frank R. *Buccaneers and Pirates of Our Coast*. Macmillan. 1898.

This book tells the stories of Captain Kidd, Blackbeard, and Sir Henry Morgan — pirates who really sailed the Spanish Main. I liked best the exciting hand-to-hand sea fights.

<sup>1</sup> The six questions are from the New York State English Syllabus.

The name of the publisher can be found at the bottom of the title page, and the copyright date is on the back of the title page.

The purpose of the note is to tell others what the book is about and perhaps to explain why you liked it. Your note, therefore, should be concise (one or two sentences is sufficient) but should make clear what one can find in the book. If your teacher has all the book notes filed alphabetically, this file will be a valuable guide to the pupils in selecting worth-while books for study and recreational reading. Consult it to find what books your classmates have enjoyed.

## USING REFERENCE BOOKS

### Junior Encyclopedias

Another way to secure information on a subject is by consulting the reference books in your library. The most important of these is the encyclopedia, which is a comprehensive survey of all knowledge. Three encyclopedias written especially for young people are: Compton's *Pictured Encyclopedia*, *Britannica Junior*, and *The World Book*. Since each encyclopedia is composed of many volumes, letters or words on the back of a book indicate the first and last topics treated in that volume. Thus information on buccaneers is in a volume marked *B* in Compton's and *Britannica Junior* but labeled *Bean to Chaliapin* in *The World Book*. The guide words — two words at the top of each page which indicate the first and the last topic treated on that page — are another help in finding information quickly.

### *Cross References*

Cross references are used in encyclopedias as well as in the card catalog. They are directions for looking up additional information in other parts of the encyclopedia. There are two kinds. The "See" reference, **Annapolis** (*See* Naval Academy), directs the reader to the *N* volume, where he will find a larger and more complete article on the United States Naval Academy. The "See also" reference, **Mayflower** (*See also* Plymouth, Mass.), directs the reader to the *P* volume, where he will find an article on a related topic — the colony formed at Plymouth, Massachusetts, by the passengers of the *Mayflower*. These cross references may be found after the heading of the article, in the body, or at the end.

### *Index*

If your reading of *Treasure Island* has excited an interest in pirates, and if you have read the main article on piracy in your encyclopedia, have followed all the cross references, and want still further information, use the index of the encyclopedia. An index may be found at the back of each volume, as in Compton's, or an index for the entire set may be printed in a separate volume. Looking in your index under *Piracy*, you will find volume and page references to various main articles containing information in some way related to your topic — to Malay pirate boats, to piracy practiced in Algeria, in the Caribbean Sea, by the Northmen, by the Saxons, and by the Vandals, and to the international piracy law. Simply follow up these references and you may be certain that you have

at your disposal all the information in the encyclopedia on your topic.

### Activity 2

Using Compton's, *The World Book*, or *Britannica Junior*, work out the following problems based on Robert Louis Stevenson's *Treasure Island*:

1. In what volume do you find an account of Robert Louis Stevenson's life? Give the number of the volume or its guide letters. What are the guide words at the top of the page on which the account begins?

2. Where did Stevenson spend the last years of his life? What about his burial was unusual?

3. Who wrote Stevenson's epitaph? Quote the last two lines.

4. Where is Samoa? To whom does it now belong? What type of people inhabit it?

5. How many references to *Treasure Island* are there in your encyclopedia? Give the volume and page numbers.

6. What famous pirate inspired Stevenson to write *Treasure Island*?

7. What is the meaning of *Hispaniola*? Why is Jim Hawkins's vessel appropriately named?

### Abridged Dictionary

Before beginning any reading or writing have a dictionary within reach. The following are recommended:

Funk & Wagnalls *Comprehensive Standard Dictionary*

Funk & Wagnalls *High School Standard Dictionary*

Thorndike-Century *Junior Dictionary*

Webster's *Elementary Dictionary*

Webster's *Secondary School Dictionary*

Winston's *Simplified Dictionary*

To make the search for words easier, a dictionary (1) is arranged in alphabetical order and (2), like the encyclopedia, has at the top of the page as guide words the first and the last word listed on the page or the two pages. To find a word quickly and easily, you must know the alphabet thoroughly. If necessary, steal away to a secluded spot and recite your ABC's two or three times. For variety try writing the alphabet backwards.

### Activity 3

1. Arrange the following words in alphabetical order as quickly as possible:

minister	yesterday	discuss	pilgrimage
anvil	miniature	annual	idolatry
target	jesting	grammatical	henchman
baseball	yeast	forage	goggle
pillage	tarnish	juvenile	forbid
kitchen	event	recover	basis

2. Using one of the abridged dictionaries listed, write after each word the guide words at the top of the page on which the word can be found.

A section at the beginning of the dictionary, usually entitled "Explanatory Notes" or "How to Use This Dictionary," explains the abbreviations used in defining words; and a key to symbols used in pronunciation immediately precedes the first page of definitions. Commonly used abbreviations are listed alphabetically with the words in the dictionary and are explained.

If you use Webster's *Elementary Dictionary*, you will find the following definition on the page headed by the guide words *trap door* and *treasure-trove*:

**trav'el** (trăv'él), *v.*; TRAV'ELED or TRAV'ELLED; TRAV'EL-ING or TRAV'EL-LING. 1. To journey from place to place or to a distant place. 2. To journey from place to place selling, taking orders, etc.; as, her father *travels* for a wholesale dry goods house. 3. To pass; to move on; to be transmitted; as, light waves *travel* with very great speed.

—*n.* 1. The act, recreation, or business of a person who travels; traveling; as, to spend a year in *travel*. 2. A journey; a trip; a tour; as, a book about one's *travels*. 3. The number of persons traveling; also, the number of vehicles, etc., used in travel; traffic; as, *travel* is heavy.

Reproduced from  
Webster's Elementary Dictionary  
Copyright, 1935

by G. & C. Merriam Company, Springfield, Mass.

Note that the dictionary gives the following information:

1. *Spelling and capitalization.* When two spellings or pronunciations are given, the first (*traveled, traveling*) is preferred.

2. *Syllabication.* Syllables are usually separated by centered periods, hyphens, or accent marks. Webster's *Elementary Dictionary* uses centered periods; the Winston and the Funk & Wagnalls dictionaries use hyphens. Syllabication helps you to pronounce correctly and shows you how to divide a word at the end of a line of writing. Divide only between syllables and place a hyphen at the end of the line.

3. *Pronunciation.* A key to pronunciation is found at the top or the bottom of the page. This key explains, for example, that *a* in *travel* has the sound of *a* in *add*.

4. *Part of speech.* In addition to the explanation at the front, Webster's *Elementary Dictionary* prints at the bottom of every odd-numbered page the most common



abbreviations for parts of speech. (What do *v.* and *n.* mean in the definition above?)

5. *Principal parts.* Since the principal parts of *travel* are spelled in two ways, they are given. The dictionary also gives the plurals of nouns and the comparison of adjectives and adverbs when they are irregular or puzzling.

6. *Definition.* When a word may be defined in more than one way, the definitions are numbered. Phrases which illustrate the meaning of a word follow the definition and are preceded by *as*.

### Activity 4

Answer the following questions by using one of the abridged dictionaries listed in this chapter:

1. Divide each of the following words into syllables: *manufacture, executioner, subscription, approximately, laryngitis, reformation, declaration, boisterousness, quarantine, nominative.*

2. Give the past tense and the perfect participle of the following verbs: *refer, plan, admit, permit, ship.*

3. As what parts of speech may each of the following be used: *refuse, escort, after, progress, insert, increase?* Which of the words have different pronunciations for different uses?

4. Spell the following words correctly by filling each blank with the one letter or the two letters omitted:

anal—ze	di—appear	priv—l—ge
appear—nce	independ—nt	rec—ve
ben—fit	perman—nt	sep—rate
cemet—ry	posse—ive	simil—r

5. Which of the following words should be capitalized?

algebra	hudson bay	republican party
autumn	italian	south america
bible	navy	tuesday
english	north pole	uncle sam



6. Spell correctly the plurals of the following words:

ally ( <i>n.</i> )	lady	radio
basis	man-of-war	soprano
crisis	monkey	thief
deer	mosquito	trout

### Activity 5

In a good dictionary find answers to these questions:

1. What is the meaning of *perforate*?
2. How is *inquiry* pronounced?
3. Is this spelling of *committee* right?
4. What is the plural of *banjo*?
5. Is the hyphen needed in *good-bye*?
6. Divide *education* into syllables.
7. Should *summer* be capitalized?
8. What part of speech is *invite*?
9. How is *Moscow* pronounced?
10. What are synonyms of *gentle*?
11. Is *affect* correctly used in this sentence: "What will be the affect of the new requirements for graduation?"
12. For what words is *A.B.* an abbreviation?
13. What is the abbreviation of *Oklahoma*?
14. What is the past tense of *become*?

### Biographical Dictionaries

For concise, complete information about famous living people, consult any of the following:

*Living Authors.* This gives short biographies and portraits of many living authors.

*Who's Who.* This dictionary is published annually and gives up-to-date biographical data on living celebrities, chiefly of English birth.

*Who's Who in America.* Published every other year, this gives information on famous living Americans.

### *World Almanac*

The *World Almanac*, which is published every year by the *New York World-Telegram*, gives authentic and concise information on innumerable current topics — sports, finance, population, trade and commerce, and notable events of the year. A table of contents and a complete index at the front of the volume following the advertisements make all information easily accessible.

### *Activity 6*

From any of the biographical dictionaries mentioned or from the *World Almanac* find answers to the following questions. After each answer tell where you found it. If necessary, look under a number of different headings to find your information.

1. Who won the national women's amateur golf championship last year?
2. What country won the Davis Cup international tennis matches last year?
3. How many radio broadcasting stations are there in the United States?
4. Who is the American ambassador to France?
5. What public positions did Franklin D. Roosevelt hold before he was elected president?
6. When and where was Arbor Day first celebrated?
7. Do any justices of the United States Supreme Court come from New York?
8. Who are the United States senators from Idaho?
9. Are newspapers and magazines second or third class postal matter?
10. What is the title of Booth Tarkington's first novel? When was it published?
11. For how many years does a patent give the inventor the right to exclude all others from making his invention?

## UNIT 12

# FILLING OUT PRINTED FORMS

## Forms Used in Business

Certain standard business forms, such as telegrams, money orders, checks, deposit slips, and receipts, are used throughout the country. For that reason everyone should know how to write them.

<table border="1" style="width: 100%; border-collapse: collapse;"> <caption>CLASS OF SERVICE DESIRED</caption> <tr> <th>DOMESTIC</th> <th>CABLE</th> </tr> <tr> <td>TELEGRAM</td> <td><input checked="" type="checkbox"/> FULL RATE</td> </tr> <tr> <td>DAY LETTER</td> <td>DEFERRED</td> </tr> <tr> <td>NIGHT MESSAGE</td> <td>NIGHT LETTER</td> </tr> <tr> <td>NIGHT LETTER</td> <td>WEEK END LETTER</td> </tr> </table> <p><small>Patrons should check class of service desired, otherwise message will be transmitted at a full rate.</small></p>	DOMESTIC	CABLE	TELEGRAM	<input checked="" type="checkbox"/> FULL RATE	DAY LETTER	DEFERRED	NIGHT MESSAGE	NIGHT LETTER	NIGHT LETTER	WEEK END LETTER	<h1 style="margin: 0;">WESTERN UNION</h1> <p style="font-size: small; margin: 0;">NEWCOMB CARLSON, PRESIDENT      J. E. WILLEYER, FIRST VICE-PRESIDENT</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1914-A CHECK</td> </tr> <tr> <td style="text-align: center;">ACCTO 485641.</td> </tr> <tr> <td style="text-align: center;">DATE FILED</td> </tr> </table>	1914-A CHECK	ACCTO 485641.	DATE FILED
DOMESTIC	CABLE														
TELEGRAM	<input checked="" type="checkbox"/> FULL RATE														
DAY LETTER	DEFERRED														
NIGHT MESSAGE	NIGHT LETTER														
NIGHT LETTER	WEEK END LETTER														
1914-A CHECK															
ACCTO 485641.															
DATE FILED															
<p><i>Send the following message, subject to the terms on back hereof, which are hereby agreed to</i></p> <p style="text-align: right;">JULY 10      1913-</p> <p>To <u>LOUISE JENNINGS</u></p> <p>Street and No. <u>1053 GUILFORD ROAD</u></p> <p>Place <u>PHILADELPHIA    PENNSYLVANIA</u></p> <p><u>DELAYED WILL MEET YOU AT LYCOMING HOTEL WILLIAMSPORT</u></p> <p><u>FRIDAY EVENING</u></p> <p style="text-align: right;"><u>ELIZABETH KNOX</u></p>															
<p><small>Sender's address for reference</small>      <b>THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE.</b>      <small>Sender's telephone number</small></p>															

## Telegrams

The telegram is written in an abbreviated style. Its two characteristics are clearness and brevity. It has no salutation or complimentary close. As there is no punctuation, the writer uses the word *stop* when he thinks it is needed to make the message clear.

A rate is made for ten words, depending on the dis-

tance. Each additional word is extra. The name and address of the sender and the receiver are not counted in the ten words.

### Night Letter

The night letter is a telegram sent at night to be delivered in the morning. The rate for a fifty-word night letter is the same as for a ten-word day telegram.

### *Activity 1*

1. On your way home from camp you missed connections. Telegraph your father, who was to meet you at the station.

2. You are with friends on an auto trip and find it more expensive than you expected. Telegraph home for money to be sent to you by telegraph.

3. You are away at school. Telegraph your mother on her birthday.

4. You are returning from a vacation earlier than you expected. Send a telegram to your father to meet you at the station.

5. After arriving at your destination in the country, seashore, or mountains, you discover that you left your tennis, swimming, or riding outfit at home. Wire your mother for the things you forgot.

6. You have just reached camp. Send a telegram to your father, telling him you arrived safely.

7. Condense each of the following into not more than ten words:

a. I arrived safely. Had a pleasant trip. I will write you a letter soon. Give my love to all.

b. Please send my letters to the place named in the heading of this telegram until you receive further notice from me.

c. I lost my pocketbook. Please send me enough money for my fare home.

## Money Orders

Form No. 6001		c5-7165	
<b>POST OFFICE DEPARTMENT</b> THIRD ASSISTANT POSTMASTER GENERAL DIVISION OF MONEY ORDERS		No. _____ <small>Stamp of Issuing Office</small> <div style="border: 1px solid black; width: 100px; height: 80px; margin: 5px auto;"></div>	
The Postmaster will insert,			
here _____ <small>the office drawn on, when the office named by the remitter in the body of this application is not a Money Order Office.</small>			
<small>Spaces above this line are for the Postmaster's record, to be filled in by him</small>			
<b>Application for Domestic Money Order</b> <small>Spaces below to be filled in by purchaser, or, if necessary, by another person for him</small>			
Amount <u>Four</u> Dollars <u>75</u> Cents			
Pay to Order of <u>Fielding Goods Company</u> <small>(Name of person or firm for whom order is intended)</small>			
Whose Address is No. <u>324 South Wells</u> Street			
Post Office <u>Chicago</u>			
State <u>Illinois</u>			
Sent by <u>Theodore Williams</u> <small>(Name of sender)</small>			
Address of sender No. <u>1946 Laurel</u> Street			
<b>PURCHASER MUST SEND ORDER AND COUPON TO PAYEE</b>			

One of the safest ways of sending money is by a post-office money order. This is secured by filling out the application blank and presenting it at any post office with the amount which is to be sent. Be sure to write the name and address legibly. The rates are low for sending money to foreign countries as well as to other parts of our own country.

## Checks and Deposit Slips

For the convenience of their depositors banks provide blank forms called "deposit slips," on which amounts of all deposits must be entered. These have lines so that coin money, bills, and checks can be listed separately.

As checks are circulated almost as freely as money, it is necessary that they be made out so carefully that they cannot be changed.

1. Always use ink in writing a check.
2. Avoid writing a check for less than a dollar.



## Receipts

Numerous occasions arise when you may need to use receipts. If you are treasurer of your class or club, you should give receipts for dues or contributions which are handed to you. Not only should the receipt be filled out carefully, but the stub which you keep should be accurately made out.

January 10 1937

TO Mary White

FOR Dues for  
1937

AMT. \$ 1<sup>50</sup>/<sub>100</sub>

<u>January 10 1937</u>	
Received from	<u>Mary S. White</u>
One and ~~~~~	<u><sup>50</sup>/<sub>100</sub> Dollars</u>
<u>Dues for 1937</u>	
<u>\$1<sup>50</sup>/<sub>100</sub></u>	<u>Jean McKelvey</u>
MADE IN U. S. A.	<u>Treasurer</u>

## Activity 2

1. Write a check to Hubbard and Walker for \$4.95.
2. Write a receipt for \$1.00, which Jack Darling paid you as treasurer for a class picture.
3. As manager of your baseball team you have collected \$9.75 for equipment. Write a check to the F. H. McDowell Company for that amount.
4. Write a receipt for \$1.10, which was paid you as manager by a member of your team.
5. Write a check to City Gas Company for \$2.00.

## Activity 3

Bring to school other business forms which you can find and tell accurately how each is used.

### Filling in Questionnaires

This is the age of questionnaires. Whether you are applying for a position, a library card, or a membership at the "Y," or are registering at school, you will probably be asked to fill out a printed form or to answer a list of questions. When you do this, write clearly in the spaces indicated and answer the questions accurately and completely.

#### Activity 4

Which of the cards filled out by two girls who lost their pocketbooks is clearer? Why?

#### Lost and Found Department

Date October 16, 1937

Article Brown leather pocketbook

Where Lost In the girls' locker room  
on first floor

Lost by Mary Pease Grade 8A<sup>2</sup>

#### Lost and Found Department

Date October 16, 1937

Article Pocketbook

Where Lost In the locker room

Lost by Rose Richards Grade 8A<sup>2</sup>



## Record Cards

Have you ever stopped to think what studies you like best in school, how you like to spend your leisure time, or what occupation you would like to know more about? Of course you know the answers to these questions, but it is interesting to fill out a questionnaire about one's interests and activities and to refer to it from time to time.

### Activity 5

Copy in your notebook the following student's record card and fill it out carefully. Refer to it at the end of the term or next term. Do you think a year from now you will answer all the questions as you do today?

#### Educational and Vocational Guidance

##### STUDENT'S RECORD

Name.....	Date of birth.....	Date.....
Address.....	Tel. No.....	School.....
Father or guardian.....	Mother.....	Grade.....
Occupation.....	.....	
Place of business or employment.....	.....	
.....		
Other members of the home:.....		
Books and magazines liked best:.....		
Studies liked best:.....		
School activities most enjoyed:.....		
Outside activities:.....		
Special interests:.....		
Working experiences:.....		
Educational plans: Junior High School?.....Senior High School?.....		
Other schools?.....		
Occupations in which interested: (1).....(2).....		
Elective desired:		
1. Foreign Language	3. Practical Arts.....	
Latin..... French..... German.....	4. Industrial Arts.....	
2. Commercial.....	5. Home Economics.....	

*Activity 6*

Have you ever moved to another town or city, or to another part of your own city and had to enter a new school? Imagine that you are transferring to Madison Junior High School. Make out an application similar to the one below.

**APPLICATION FOR ADMISSION TO THE  
MADISON JUNIOR HIGH SCHOOL**

- |                                   |  |         |        |
|-----------------------------------|--|---------|--------|
| 1. Name.....                      | Last   | First   | Middle |
| 2. Date of birth.....             | Month  | Day     | Year   |
| 3. I last attended school at..... | Name of School                               |         |        |
| from.....                         | Date   | to..... | Date   |
| 4. I was registered in the.....   | grade.                                       |         |        |
| 5. I was taking.....              | Course.                                      |         |        |
|                                   | Foreign Language, Commercial, Practical Arts |         |        |
| 6. I live with parents.....       | Name   |         |        |
| or guardian.....                  | Name   |         |        |
| at.....                           | Street                                       | City    | State  |

**Application for a Library Card**

In different libraries application cards vary in form, but all ask for the same information.

*Activity 7*

On the library application card below, what information does Frances Hulburt give about herself?

Why are the names and addresses of three other people required?

No. ....					
<b>Do Not Write Above This Line</b>					
<p>I live in Rochester and hereby apply for the use of the Rochester Public Library. I promise to obey all its rules, to pay for whatever injury a book may receive while charged to me, and to give IMMEDIATE NOTICE at the Library of any change of address.</p>					
Sign name in ink	<i>Frances Hulburd</i>				
Home address	<i>209 South Goodman Street</i>				
<p>I agree to be responsible for any loss to the Library incurred through this applicant.</p>	<table style="border-left: 1px solid black; border-right: 1px solid black; width: 100%;"> <tr> <td style="padding: 5px;"><i>Mrs. L. E. Hulburd</i></td> <td style="padding: 5px; text-align: right;">Parent or Guardian</td> </tr> <tr> <td style="padding: 5px;"><i>209 South Goodman Street</i></td> <td style="padding: 5px; text-align: right;">Address</td> </tr> </table>	<i>Mrs. L. E. Hulburd</i>	Parent or Guardian	<i>209 South Goodman Street</i>	Address
<i>Mrs. L. E. Hulburd</i>	Parent or Guardian				
<i>209 South Goodman Street</i>	Address				
<p>"Y AND E" ROCHESTER, N. Y. 8707</p>					

Known to:		
Name	<i>Mr. O. S. Barker</i>	
Residence	<i>56 Barrington Street</i>	
Teacher	<i>Miss Mary R. Davis</i>	
School	<i>Franklin Junior High</i>	Grade <i>8B</i> Age <i>13</i>
Remarks:		
Form 20 25M Apr. '32		

### Application for a Position

When a person applies for a position, he is often required to answer in writing a series of questions known

as a questionnaire. Applications for positions on a school paper are regularly made in writing and include the qualifications of the applicant for the position desired.

Every large business house keeps in its files applications filled out by all persons who apply for positions. These records are referred to in selecting employees and may be used in promoting workers and giving recommendations. They are concise and include only necessary details.

### *Activity 8*

Copy the form given below and fill it out as if you were applying for a position on your school paper as typist, reporter, or editor.

Name.....

Position desired.....

Reason for application.....

.....

.....

.....

Mark in English last term.....

Positions you have held in school.....

.....

.....

.....

Name of a teacher as a reference.....

*Activity 9*

Look over the card which must be filled out by any boy or young man who applies for a position as messenger in the New York Stock Exchange. Make a copy of it and fill it out as though you were applying for a position.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																				
Name .....										Age .....					Date .....																								
Address .....																																							
Position Wanted .....										Salary .....					Phone .....																								
Other Positions Capable of Filling .....																																							
{ Single .....		{ Elem. School		{ Grade .....		{ High School		{ Term .....		{ Col-lege		{ Year .....		{ Night School		{ El. HS. ....		{ BC. ....																					
{ Married .....		{ Grad. ....		{ Grad. ....		{ Grad. ....		{ Grad. ....		{ Grad. ....		{ Grad. ....		{ Grad. ....		{ Grad. ....		{ Grad. ....																					
Best Subjects at School .....																																							
School Last Attended .....										What Hobbies Have You? .....																													
{ Boarding .....					{ Dependents {					Father's Occupation .....																													
{ Living at Home....					{					Father Living .....					Mother Living .....																								
Sent By .....																																							
Interviewers' Notes																																							
F. A. I. G. I. T. S. N. E. Y. ....										S. U. B. Co. M. P. L. E. R. C. Y. ....										L. M. S. ....										E. G. F. P. ....									

*PART II*

THE SENTENCE AND THE WORD  
YOUR HANDBOOK

When you are in doubt about the correctness of your English, find the answer to your question in this handbook.



## SECTION 1

# SUBJECT, PREDICATE, PARTS OF SPEECH

How well do you remember the grammar you studied last year? Are you able to find the subject and the verb of a simple sentence?

### *Test 1A (Diagnostic) — Subject and Predicate*

Copy the following sentences. Then draw a line under every subject word and two lines under every predicate verb.

1. Have you ever asked for a raise in salary?
2. The first big football game of the season will take place this week.
3. In Berlin the police watch even the dogs.
4. The pitcher fielded the ball cleanly and shot it to first base.
5. From behind a tree on top of a knoll an Indian jumped out.
6. There was a terrible yell from the forest.
7. On hand for the game today were all the boys in my class.
8. In each Christmas box was a handkerchief or a pair of stockings.
9. Do you see that girl with a doll in her arms?

## SUBJECT AND PREDICATE

A sentence is a group of words expressing a complete thought.

1. Milwaukee is on the shore of Lake Michigan.
2. The weeks passed.



Every sentence has two parts, a subject and a predicate.

A simple predicate, or predicate verb, makes a statement, asks a question, or gives a command. The verb, like the engine of an automobile, makes the sentence go, or say something.



Fred grinned from ear to ear

1. Fred *grinned* from ear to ear.
2. On the first play Johnson *circled* left end for a ten-yard gain.

These are one-word verbs. The following are examples of two-word and three-word verbs. In each case the main verb has a helper or helpers. Sometimes, as in 2 and 3, there are words between the parts of the verb.

1. Books *have been written* about dogs.
2. When *is* your brother *coming* home from camp?
3. In what way *does* southern Michigan *resemble* Florida?

Helpers are: *is* (*be, am, are, was, were, been*), *has, have, had, do, does, did, may, can, might, could, must, shall, will, should, and would*.

### Practice 1

As you read each of the following sentences aloud, fill each blank with a predicate verb:

1. The stranger —— cautiously in the window of the old inn.
2. Two sturdy camels —— us across the desert.

3. The wind — around the old house.
4. Our teacher — the assignment on the blackboard.
5. The stairs — beneath the man's weight.
6. The fireman — to the roof of the burning house.
7. The hot lava — down upon the helpless city.
8. The terrified people — from their homes.
9. Some of them — across the sea to near-by cities.
10. Pompeii — beneath a blanket of cinders and ashes.

### Simple Subject

The simple subject names the person, place, or thing spoken of.

How can one find the subject of a sentence?

1. The love of gardens is confined to no class.

*Love* answers the question "Who or what *is confined?*" and is the subject of the sentence.

2. Down went the window with a crash.  
(Natural order) The window went down with a crash.

*Window* answers the question "Who or what *went?*" and is the subject of the sentence.

3. There was no one in the house.  
(Natural order) No one was in the house.

*No one* answers the question "Who or what *was?*" and is the subject of the sentence. [*There* is an introductory adverb.]

To find the subject of an interrogative sentence first arrange the sentence as if it were a statement.

1. In what state does the Mississippi River rise?  
(Natural order) The Mississippi River does rise in what state?

*Mississippi River* answers the question "What *does rise?*" and is the subject of the sentence.

2. How long did you live in Oklahoma City?

(Natural order) You did live in Oklahoma City how long?

*You* answers the question "Who or what *did live?*" and is the subject of the sentence.

Frequently in commands and requests the subject is not expressed.

1. Answer the first question, Joan.

2. Keep your books clean.

*You* understood is the subject of each sentence.

### *Practice 2*

As you read the following sentences aloud, fill each blank with a simple subject:

1. Two — were given to each pupil.

2. The soft — covered the hills with a blanket of white.

3. The — beneath my window smells sweet.

4. A flaxen-haired — played happily in the sand pile.

5. An old — limped slowly down the road.

6. A tiny — with a bushy tail scampered up the tree.

7. The — in my class dressed the puppets for the show.

8. The — had frozen during the night.

9. A grease-streaked — suddenly appeared from beneath the car.

10. A funny little red — was perched on the monkey's head.

11. The hot — shone down upon them.

12. Fat white — sailed across a clear blue sky.

13. The — has a broad flat tail like a paddle.

14. A frisky, friendly — wagged his tail at me.

*Practice 3*

What is the verb of each sentence? The simple subject?

1. The Indians had gone.
2. The sun has spots upon it.
3. Our provisions were low.
4. The crowd sat silently on the stones.
5. Where is my history?
6. Do the job quickly.
7. When was Jamestown settled?
8. In the West there is little moisture in the air.
9. In what year was Washington born?
10. A crash jolted him out of his bunk.
11. Don't waste your time.
12. In what park are there glaciers?
13. There are many causes of accidents.
14. Not once did I regret my choice.
15. Between two hills nestles the valley of Santa Rosa.
16. The storm raged throughout the night.
17. We received the prizes this afternoon.
18. Tomorrow is the first day of summer.

**Complete Subject**

A modifier changes the meaning of the word to which it is attached.

A modifier of the simple subject usually answers one of these questions: "Which?" "What kind of?" "How many?"

1. *That hat on the window sill* | is mine.

The modifiers *that* and *on the window sill* answer the question "Which *hat*?"

2. *A fair-haired, bright-eyed girl about twelve years old* | welcomed me to the school.

The modifiers *fair-haired*, *bright-eyed*, and *about twelve years old* answer the question "What kind of girl?"

3. *Twelve* boys | went on the hike.

The modifier *twelve* answers the question "How many boys?"

**The complete subject is the simple subject with its modifiers.**

In the preceding sentences 1, 2, and 3, a vertical line separates the complete subject from the complete predicate.

### Complete Predicate

**The complete predicate is the verb with its modifiers and the words that complete its meaning.** Ordinarily every word in the sentence belongs to either the complete subject or the complete predicate.

1. The lack of winds | delayed me an hour.

The vertical line separates the complete subject from the complete predicate. The simple subject is underscored; the verb has two lines under it. *Delayed*, the verb, makes the statement. *Lack*, the simple subject, answers the question "Who or what *delayed*?"

2. Down the street galloped the runaway horses.  
The runaway horses | galloped down the street.

**When the complete predicate or part of it is before the subject, the order is inverted.** The natural order of sentence 2 is, "The runaway horses galloped down the street." In the natural order the complete subject comes first.



*By Burton Holmes from Ewing Galloway*

#### SPANISH FARMER BOY RIDING TO MARKET

When *there* is used to invert a sentence, it is an introductory adverb or expletive and does not belong to either the complete subject or the complete predicate.

3. There are only twelve girls in our club.  
Only twelve girls | are in our club.

The inverted order is commonly used in questions.

4. What waters does the Golden Gate join?  
The Golden Gate | does join what waters?

#### *Practice 4*

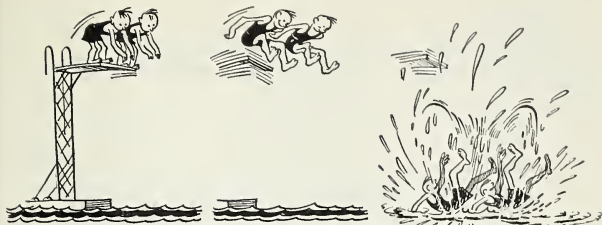
In each sentence find the verb, the simple subject, the complete subject, and the complete predicate:

*Example:*

How does the nervous system protect the body?

The nervous system | does protect the body how?

1. Older people do not sing enough.
2. Daniel Webster was born among the hills of New Hampshire.
3. Flowers are sometimes grown in the form of a clock.
4. The pennant has not been won yet.
5. Behind me stood Mr. Kerr.
6. In Holland nearly every farmer has a windmill.
7. Many people were walking towards the church.
8. Here is an abundance of fuel for a camp fire.
9. See your local railroad agent for full information.
10. There were nineteen pupils at the meeting.
11. There was but one house in the cove.
12. The coachman rubbed a finger over his chin, thoughtfully.
13. People in Venice ride in gondolas instead of automobiles.
14. How polite everyone is!
15. Send the coupon today for a copy of the free booklet.
16. Of what value is water to the body?
17. Today Lou Gehrig of the Yankees knocked out his thirty-eighth home run.
18. For the past two weeks Vaughan has been out of the game with an injured finger.
19. Why do athletic coaches prohibit the use of tobacco and alcohol?
20. Of course all the youngsters in the troop were just tickled to death.
21. In many of the cities of Holland the canals form the principal streets.
22. What have you learned today?
23. Beyond the road was a dense young thicket.
24. Italian children have an old woman for Santa Claus.
25. Have you ever had the measles?
26. In the springtime the foothills of the Alps are covered with flowers.



Archie and I dived off the springboard and hit the water at the same instant

### Simple Sentence Having Compound Subject or Predicate

How many subjects and predicates has each sentence?

1. We passed through the region of pine. [One subject and one predicate.]

2. Then we sat around the log fire and talked. [Compound predicate.]

3. The heart and the blood vessels are connected with the nervous system. [Compound subject.]

4. Archie and I dived off the springboard and hit the water at the same instant. [Compound subject and predicate.]

A simple sentence has one subject and one predicate, either or both of which may be compound.

### Practice 5

In these sentences either the subject or the predicate is compound, or both are compound. On your paper draw a line between the complete subject and the complete predicate. Also draw a line under every subject word and two lines under every predicate verb.



*Example:*

In what foods are starches and sugars found?

Starches and sugars | are found in what foods?

1. Boys and girls are good judges of character.
2. Lew just grinned and nodded.
3. Private rowboats or canoes may be kept on the lake.
4. Jim and Andy were always the hungriest of the lot.
5. French farmers live in villages and go out to their fields.
6. An English boy or girl thinks nothing of a five-mile tramp through the country.
7. In camp we had supper at six and went to bed at nine.
8. At noon we hurried to the house, surrounded the kitchen table, and gulped down our beef and potatoes.
9. Both Navajos and Pueblos are excellent silversmiths and make all their own jewelry.
10. Knapp and Edison were firm friends and occasionally went to the theater together.

How much have you learned by studying subject and predicate again? How much higher will your test mark be?



*Test 1B (Mastery) — Subject and Predicate*

Copy the following sentences. Then draw a line under every subject word and two lines under every predicate verb.

1. When did you mail the letter?
2. The coach slapped his star player on the back.
3. At last the end of the afternoon came.
4. At the head of the parade marched a big elephant.
5. How long is the Mississippi River?
6. During the night only two more messages came through.
7. On Saturday Father and I are going on a fishing trip.
8. The creamy white bear plunged into the ocean and swam for miles through fields of broken ice.
9. Ever since ancient Rome there have been unkind words over mail delivery.

**THE PARTS OF SPEECH**

Do you need to review the parts of speech you have learned? The diagnostic test is here to help you answer this question.

*Test 2A (Diagnostic) — Parts of Speech*

Copy the following sentences, omitting a line after each line you write. Then, using these abbreviations:

<i>n.</i> — noun	<i>v.</i> — verb
<i>pro.</i> — pronoun	<i>prep.</i> — preposition
<i>adj.</i> — adjective	<i>conj.</i> — conjunction
<i>adv.</i> — adverb	

tell what part of speech each word is. Write the abbreviation above the word. There are fifty words.

*Example:*

*prep. adj. adj. n. pro. v. pro. prep. adj. adj. n. pro.*  
 After the sixth inning it was one of the weirdest games I  
*adv. v.*  
 ever saw.

One summer day I saw along the road a small sand house. A line of ants stretched from it to a small piece of food. The ant beside the food took it and passed it to the next one. Occasionally the boss said in vigorous ant language, "Hurry up there!"

**Noun**

**A noun is a name.** Nouns name —

Persons — *actor, runner, Theodore Roosevelt, Woodrow Wilson*

Animals — *horse, elephant, mouse*

Places — *city, Richmond, Memphis*

Things we can see and touch — *book, house, chair*

Things we can't see or touch — *health, joy, width, honesty, courage, championship*

Groups of persons or things — *crowd, drove, host, set, bunch, bundle, party, flock, mob, crew*

**Pronoun**

Can you improve this retelling of a story?

*1. Without Pronouns*

Quentin Roosevelt called *Quentin's* gang to the rail of the White House roof and laid *Quentin's* plan before the *gang*. The *plan* was accepted, and the *gang* went to work. The *gang* first rolled a great snowball. The *gang* then placed the *snowball* on the ledge at the edge of the roof. After taking careful aim Quentin gave the snowball a push. Down the *snowball* sped, and smack, right on a guard's head the *snowball* landed. The guard did not utter a sound when the *guard* fell. The boys thought the *boys* had killed the *guard*.

Notice the constant repetition of words. Of course you don't write or speak like this. The italicized nouns are blots on the story, however interesting it may be. Let us get rid of them. This is the way a boy told the story to his class.

## 2. With Pronouns

Quentin Roosevelt called *his* gang to the rail of the White House roof and laid *his* plan before *them*. *It* was accepted, and *they* went to work. *They* first rolled a great snowball. *They* then placed *it* on the ledge of the roof. After taking careful aim Quentin gave the snowball a push. Down *it* sped, and smack, right on a guard's head *it* landed. The guard did not utter a sound when *he* fell. The boys thought *they* had killed *him*.

**A pronoun is a word used in place of a noun.** The italicized pronouns in number 2 are used in place of the italicized nouns in number 1. *Pronoun* means *for a noun*.

Pronouns save our time and make our sentences more pleasing.

## Practice 6

Make each of these sentences more pleasing by using a pronoun in place of one of the nouns:

1. Quentin Roosevelt, like most boys of Quentin's age, was often in trouble.
2. Quentin's father often got Quentin out of trouble.
3. When the President saw the fallen guard, the President ordered the boys to come down.
4. Quentin was punished for Quentin's mischief.
5. At the age of nineteen Quentin Roosevelt was killed while Quentin was fighting in France.
6. Quentin died for Quentin's country.
7. Miss Adams told the pupils about Miss Adams's trip to England.
8. Barbara had not told anybody that Barbara had sent a telegram.

9. One day Joan and Joan's friends were sitting in the garden.

10. Joan calmly approached Mr. Doumer and began speaking to Mr. Doumer.

What are the pronouns in each sentence?

1. I said to Bill, "Did you see that?"

The pronouns are *I*, *you*, and *that*. *I* is used in place of the name of the speaker; *you*, instead of *Bill*; and *that*, in place of the name of what he saw.

2. Is this your book or mine?

*This*, *your*, and *mine* are pronouns. *This* is used in place of *book*; *your*, instead of the name of the person spoken to; *mine*, in place of the name of the speaker.

### Practice 7

Make a list of the pronouns in the following sentences. The number after each sentence shows how many pronouns there are in the sentence.

1. Did you expect him? (2)
2. "I wouldn't have believed it," he said slowly. (3)
3. I did not say that, my son. (3)
4. You'll ride with us in our car. (3)
5. I don't know them by name. (2)
6. He was there to meet me. (2)
7. That's the story he told us. (3)
8. Behind him we were standing quietly. (2)

9. After this our markets were overstocked with blue pigeons; they sold for fifty or sixty cents a pair. (3)

10. He and Ted could get in there, drag a bookcase over to shield them, and from behind it ward off an attack with their bats. (4)

11. May we have our next meeting in your home? (3)

12. My brother bought three tickets for our concert. (2)

## Verb

Words which make statements about persons, places, or things, ask questions, or give commands are verbs.

The main verb may have one or more helpers.

1. *Have* you ever *caught* a trout?
2. *Will* the bridge *be completed* this year?
3. These cottages *may be rented* at moderate rates.

The helping verbs are: *is* (*be, am, are, was, were, been*), *has, have, had, do, does, did, may, can, might, could, must, shall, will, should, and would*.



*Courtesy Southern Pacific Railroad*

## FRIENDS

One way to tell a main verb is to ask it, "Do you have an *ing* form?" A verb will answer "Yes." The

*ing* forms of *caught*, *complete*, and *rent* are *catching*, *completing*, and *renting*.

What is the verb in each sentence?

1. I am glad of that.

*Glad* has no form "gladding." Hence *am* is the verb.

2. Are you sure of your facts?

*Sure* has no form "suring." Hence *are* is the verb.

3. Most boys are kind to animals.

*Kind* has no form "kinding." Hence *are* is the verb.

### Practice 8

Make a list of the nouns, the pronouns, and the verbs in the following pupil's account of an experience. The number of nouns (*n.*), pronouns (*pro.*), and verbs (*v.*) in each sentence is told in parentheses.

#### A Long Evening at Home Alone — Noises

One evening last summer my father, mother, and the dog went for a walk. (6 n. 1 pro. 1 v.) As I was tired, I stayed at home. (1 n. 2 pro. 2 v.)

A little while after the folks left I heard a knock on the back door. (4 n. 1 pro. 2 v.) I ran quickly downstairs and opened the door, but no one was in sight. (2 n. 2 pro. 3 v.) Then I went upstairs. (1 pro. 1 v.) Just imagination, I thought. (1 n. 1 pro. 1 v.) About ten minutes later, I heard a weird sound and was badly frightened. (2 n. 1 pro. 2 v.)

As I was reading a spooky book, I quickly changed it for a book about baseball. (3 n. 3 pro. 2 v.) Half an hour later, when I was getting over my fright, the lights went out. (3 n. 2 pro. 2 v.) Quickly I reached for the telephone and phoned the Power and Light Company, but the reply was that the power had not been shut off. (4 n. 1 pro. 4 v.)



Then it struck me that maybe someone had tampered with the lever outside. (1 n. 3 pro. 2 v.) I went out, and, sure enough, the lever was off. (1 n. 1 pro. 2 v.)

"It's about time the ghost called it a night," I said to myself when I went back into the house. (4 n. 5 pro. 4 v.)

A little later I heard another weird sound. (1 n. 1 pro. 1 v.) I was glad, you may be sure, when my parents came home. (1 n. 3 pro. 3 v.)

I didn't say a word to anyone about the ghost, but the next day two friends of mine told Father that they had been the ghost. (6 n. 4 pro. 3 v.)

### Adjective

**An adjective is a word that modifies a noun or a pronoun.**

An adjective usually answers one of these questions: "What kind of?" "Which?" "How many?"

*What kind of?* 1. The boy was *ragged* and *dirty*.  
2. He is *tall*, *slim*, *handsome*.

*Which?* 1. *That* book is mine.  
2. I mean *the other* one.

*How many?* 1. We played *three* sets of tennis.  
2. We *all* were in canoes.

### Adverb

**An adverb is a word that modifies a verb, an adjective, or an adverb.**

Adverbs not only answer the questions "When?" "Where?" "How?" and "How much?" but also help to ask questions.

*Asking question* 1. *Where* are you going?  
2. *How long* will you stay?

*When?* 1. Have you *ever* owned a dog?  
2. *Now* I have a Scotch terrier.



- Where?*            1. I can't find my cap *anywhere*.  
                       2. *There* it is.
- How?*             1. The outing was *carefully* planned.  
                       2. I won the set *easily*.
- How much?*      1. We *thoroughly* enjoyed the trip.  
                       2. That boat is *too* small for five.

Many adverbs end in *ly*, but many others like *not*, *too*, *there*, and *very* do not end in this way.

### Practice 9

List the adjectives and adverbs in the following sentences. The figures in parentheses show how many adjectives and adverbs there are in the sentence.

1. Then she hung up her black turban hat. (2 adj. 2 adv.)
2. Her dress was gray and plain, but it fitted her perfectly. (2 adj. 1 adv.)
3. We went straight to the baseball park but were too late for the first inning. (5 adj. 2 adv.)
4. The British soldiers looked very attractive in their bright uniforms. (4 adj. 1 adv.)
5. The colonies quickly gathered together a small army. (3 adj. 2 adv.)
6. Supplies of every kind are readily available. (2 adj. 1 adv.)
7. There is an excellent subscription library of over a thousand books. (5 adj. 2 adv.) [*There* is an introductory adverb.]
8. Go forth frequently under the open sky — in other words, live outdoors. (3 adj. 3 adv.)
9. It seems hardly fair for such big fellows to play against boys who are so small. (4 adj. 2 adv.)
10. Certainly the average young person can ill afford the tobacco habit, which will cost him fifty or more dollars each year. (8 adj. 2 adv.)



*Courtesy Gay's Lion Farm*

MR. GAY RIDING PLUTO

### *Practice 10*

1. In two or more sentences describe the illustration on page 227 for a boy or girl who doesn't have this book. Paint a vivid word picture. Draw a line under every adjective.

2. In two or more sentences describe the picture on this page. Draw a line under every adjective.

3. Describe the picture on page 235 and draw a line under every adjective.

4. Without mentioning the pupil's name, describe one of your classmates so clearly that all in the class will guess who it is. Observe him sharply before attempting to picture him in words. Draw a line under every adjective.

## Preposition

A modifier made up of a joining word and a noun or pronoun with or without modifiers is a prepositional phrase. The joining word is the preposition; and the noun or pronoun, the object of the preposition.

**A preposition is a word that shows the relation of the noun or pronoun following it to some other word.**

**The noun or pronoun following a preposition is its object.**

**A prepositional phrase consists of a preposition, its object, and sometimes modifiers.**

In sentences 1 and 2 the prepositional phrases are in parentheses.

1. (<sup>*prep.*</sup> By the rude <sup>*o. p.*</sup> bridge) (<sup>*prep.*</sup> at <sup>*o. p.*</sup> Concord) the patriots met the British.

2. (<sup>*prep.*</sup> Within fifty years) (<sup>*prep.*</sup> after <sup>*o. p.*</sup> Columbus's first voyage) Spain had built up a large empire (<sup>*prep.*</sup> in <sup>*o. p.*</sup> America.)

## Practice 11

Copy the following sentences, omitting a line after each line you write. Enclose each prepositional phrase in parentheses. Write *prep.* over the preposition and *o.p.* over the object of a preposition. The figure in parentheses shows how many prepositional phrases there are in the sentence.

1. We camped for several days on the shore of a frozen lake. (3)

2. Seaplanes often take to the air from the decks of ships. (3)

3. We stopped for the night at one of the largest houses in the village. (4)

4. Anna pointed to a green bud on the bush beside the door. (3)

5. In the third inning Luke struck out with two on bases. (3)

6. Then from his leather pouch the farmer threw on the table

Three times the old man's fee in solid pieces of silver. (4)

— LONGFELLOW

7. We will never bring disgrace to this, our city, by any act of dishonesty or cowardice. (3)

8. They crept like conspirators along the wide corridor to the small closet under the iron stairway in a corner of the hall. [*Like* is a preposition.] (6)

## Conjunction

**A conjunction connects words or groups of words.**  
Conjunctions, unlike prepositions, do not have objects.

1. Milk *and* leafy vegetables supply vitamins.

*And* connects the nouns *milk* and *vegetables*.

2. Does sugar dissolve readily in water *or* in saliva?

*Or* connects the prepositional phrases *in water* and *in saliva*.

3. Alma *and* I ran all the way, *but* we were late for school.

*And* connects the noun *Alma* and the pronoun *I*.  
*But* connects *Alma and I ran all the way* and *we were late for school*.

**Conjunctions used in pairs are called correlatives.**

either . . . or	both . . . and
neither . . . nor	not only . . . but also

*Either* Andy *or* Otis has my knife.



### Interjection

An interjection is a word that expresses strong or sudden feeling.

1. *Ouch!* That hurts.
2. *Help!* Look at what's coming!
3. *Shucks!* The crew are just three kids out of the cradle.
4. *Oh,* yes, I can tell you the answer.

### The Same Word as Different Parts of Speech

A person is given a new name when he changes his occupation. A *schoolboy* may become a *laborer*, and later in turn a *carpenter*, an *architect*, and a *contractor*. Similarly a word changes its name when it does different work. If a word is working in place of a noun, it is a pronoun. If in another sentence the same word modifies a noun or a pronoun, it is an adjective. If, for example, a word like *paint* is used as a name, it is a noun. If in another sentence the same word asks a question or makes a statement, it is a verb.

To find the part of speech of a word, always ask yourself the question "What does this word do in the sentence?"

1. *This* book is Anna's.

*This* is an adjective modifying the noun *book*.

2. *This* is Anna's book.

*This* is a pronoun used in place of a noun.

1. *Both* dogs are intelligent.

*Both* is an adjective modifying the noun *dogs*.

2. *Both* are intelligent dogs.

*Both* is a pronoun used in place of a noun.

3. A Scotch terrier has *both* intelligence and courage.

*Both* is a conjunction. The correlative conjunctions *both . . . and* connect the nouns *intelligence* and *courage*.

1. Come right *in*.

*In* is an adverb modifying the verb *come*.

2. Father is *in* the garage.

The preposition *in* joins its object *garage* to the verb *is*.

### *Practice 12*

Tell the part of speech of each italicized word in the following sentences and explain what the word does in the sentence:

1. Don't lean on your desk. *Either* stand up or sit down.
2. Jack and Jill walked *up* the hill but fell *down* it.
3. *What* are you reading?
4. *What!* Not going to the game?
5. *What* kind of *paint* did you use?
6. When did you *paint* your room?
7. We walked *around* the lake.
8. The *cook* looked *around*.

9. How long did you *cook that* chicken?
10. *That* is right.
11. How *many fish* did you catch?
12. How long did you *fish*?
13. Were there *many* at the game?
14. Were you ever in the Great Smoky Mountains *before*?
15. *Before* breakfast every morning I went to the *spring* for a bucket of *water*.
16. How often did you *water* the delphinium last *spring*?
17. Did the bulldog *spring* at you or just *bark* at you?
18. I wrote to my mother on a piece of white birch *bark*.

### *Practice 13*

Copy the following sentences, omitting a line after each line you write. Then, using these abbreviations:

<i>n.</i> — noun	<i>v.</i> — verb
<i>pro.</i> — pronoun	<i>prep.</i> — preposition
<i>adj.</i> — adjective	<i>conj.</i> — conjunction
<i>adv.</i> — adverb	<i>int.</i> — interjection

tell what part of speech each word is. Write the abbreviation above the word.

1. The lure of the cheap movie and the street corner wins some boys from the path of duty.
2. The tussle for the championship resembled a wild scramble at a bargain counter.
3. Through miles and miles of rough, rocky country the camera follows dogs, hunters, and the cougar.
4. Recently a cougar killed one hundred ninety-two sheep in one night.
5. The cougar climbed a tree and then snarled at the pack of hounds in full cry at the bottom of the tree.
6. Caroline, the fox, is the most nervous animal in the museum.
7. At present there are several pet beavers in captivity.
8. One beaver wandered into a summer home and ate a chair for dinner and part of a piano leg for dessert.

9. All the snakes in the park except the rattler and the copperhead are harmless.

10. The children are especially fond of the deer in the museum.

The mastery test will show whether you now understand the parts of speech.

### *Test 2B (Mastery) — Parts of Speech*

Copy the following sentences, omitting a line after each line you write. Then, using the abbreviations in Practice 13, tell what part of speech each word is. Write the abbreviation above the word. There are fifty words.

An ant is very strong for its size, and is also an industrious little creature. It toils during the hot summer months and is well prepared for the long cold winter. Like people and bees, ants are social, live in communities, have a government, and care for their young ones.



## SECTION 2.

### USING THE POSSESSIVE OF NOUNS

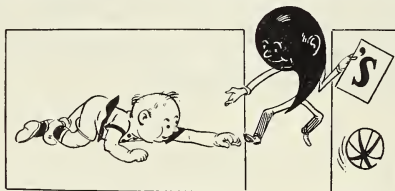
How are the italicized words used?

Oh! say, can you see, by the *dawn's* early light,  
What so proudly we hailed at the *twilight's* last gleaming?

Each noun with an apostrophe shows ownership or possession and is in the possessive case.

**The possessive case denotes ownership or possession.**

**The possessive of a noun always has an apostrophe.**



#### Possessive Singular

**To form the possessive singular of a noun, add 's.**

Although this rule looks easy, many boys and girls find it hard to learn to spell the possessive correctly in their writing. Don't change the word. Don't add a letter or omit a letter. Just write the word and then quickly put 's AT THE END of it.<sup>1</sup>

<sup>1</sup> Nouns ending in s may take the apostrophe only: *Moses'*, *James'*, *Dickens'*, *Burns'*, *Jones'*. The easy way is always to add 's at the end of the word. Stabbing the name by putting the apostrophe before the s (*Dicken's*) is a serious blunder.

year + 's	= year's
child + 's	= child's
lady + 's	= lady's
monkey + 's	= monkey's
woman + 's	= woman's
Jones + 's	= Jones's
enemy + 's	= enemy's
boy + 's	= boy's
fox + 's	= fox's
policeman + 's	= policeman's
Dickens + 's	= Dickens's
father + 's	= father's

### *Practice 1*

Write the possessive singular of each of the following words. First write all the words just as they are in the book; don't change a letter. Then quickly place 's AT THE END of each word.

- |            |               |               |
|------------|---------------|---------------|
| 1. baby    | 10. hour      | 18. secretary |
| 2. brother | 11. month     | 19. sister    |
| 3. company | 12. morning   | 20. soldier   |
| 4. cousin  | 13. mother    | 21. treasurer |
| 5. day     | 14. mouse     | 22. uncle     |
| 6. dog     | 15. night     | 23. week      |
| 7. farmer  | 16. president | 24. wife      |
| 8. hero    | 17. pupil     | 25. writer    |
| 9. horse   |               |               |

If you get into the habit of spelling the possessive singular correctly, you will avoid in your letters the common and serious error of misspelling words like *boy's*, *girl's*, *man's*, *dog's*, *horse's*, *John's*.

### *Practice 2*

Prepare to write from dictation the following sentences:

1. Jim's home is an hour's walk from Newport.
2. Please send me a catcher's glove and a first baseman's glove.
3. Philip's father walked up to the doctor's door.
4. Is that a cat's tail or a dog's tail?
5. Do you prefer a sailor's or a farmer's life?
6. After an hour's ride we arrived at Uncle Ralph's home.
7. In a tree in my uncle's yard I saw a bird's nest.
8. After an hour's search I found Helen's watch.
9. Julia's mother is staying at a friend's cottage.
10. Is that your mother's or your sister's dress?
11. Ruth's aunt mended the little girl's coat.
12. The boys saw a robin's and a catbird's nest.

### *Practice 3*

Prepare to write from dictation the following paragraphs. Be sure to spell the possessives correctly.

#### On My Uncle's Farm

During my month's stay on my uncle's farm swimming, eating, and sleeping made up many a day's work. Each morning I was awakened by a rooster's crowing. Rover's barking, Dobbin's neighing, a duck's quacking, a turkey's gobbling, and a cow's mooing were sounds I liked to hear. A cricket's chirping and a katydid's shrill song lulled me to sleep each night. Once a mosquito's buzzing woke me up in the night.

One day Cousin James and I found a crow's nest in Mr. Holmes's tall tree. There weren't any eggs or little crows in it.

One of James's jobs was to drive the cows to pasture. I often helped him. We had to drive them through Mr. Clark's woods. Under a tree near the road I found a snake's skin, a boy's whistle, and a man's pipe.

I shall not forget Aunt Jane's pies, cookies, fried chicken, and ice cream.

### Practice 4

Write sentences containing the possessive singular of these words. You may use two of the words in one sentence.

year	girl	today	Mr. Adams	woman
child	boy	man	brother	night
lady	teacher	Ralph	sister	company
baby	hour	father	farmer	month

### Possessive Plural

There are two steps in forming the possessive plural. If you try to do two things at a time, you are likely to do both badly. In learning the possessive plural, save time by taking one step at a time.

1. To form the possessive plural, first write the plural.

SINGULAR	PLURAL	SINGULAR	PLURAL
year	years	Jones	Joneses
child	children	enemy	enemies
lady	ladies	man	men
monkey	monkeys	fox	foxes
woman	women	policeman	policemen

2. Then add 's to the plurals of words that do not end in s and an apostrophe to the plurals that end in s. Do not change the plural in any other way. Do not omit a letter. Just add 's or an apostrophe.

The plurals that end in s are checked.

PLURAL		POSSESSIVE PLURAL
✓ years	+ ' =	years'
children	+ 's =	children's
✓ ladies	+ ' =	ladies'
✓ monkeys	+ ' =	monkeys'

PLURAL		POSSESSIVE PLURAL			
women	+	's	=	women's	
✓ Joneses	+	'	=	Joneses'	
✓ enemies	+	'	=	enemies'	
men	+	's	=	men's	
✓ foxes	+	'	=	foxes'	
policemen	+	's	=	policemen's	

### *Practice 5*

Write the plural of each of the words in Practice 1. Then change the plural to possessive plural by adding an apostrophe or 's. Don't change a letter in the plural. Just add an apostrophe or 's.

### *Practice 6*

Write sentences containing the possessive plural of these words:

boy  
child

lady  
man

teacher  
week

woman  
year

### *Practice 7*

Use each of the following words correctly in a sentence:

- |                        |                       |
|------------------------|-----------------------|
| 1. year's, years       | 7. day's, days        |
| 2. ladies, ladies'     | 8. city's, cities     |
| 3. boys, boys'         | 9. farmer's, farmers  |
| 4. teachers, teachers' | 10. uncle's, uncles   |
| 5. baby's, babies      | 11. week's, weeks'    |
| 6. woman's, women's    | 12. writer's, writers |

### *Mastery Test 3A — Possessive*

Complete each sentence by filling the blanks with the correct forms of the words in parentheses:

1. In your class are the — marks higher than the —?  
(boy) (girl)
2. The — patrol keeps order in the — lunchroom.  
(boy) (pupil)
3. I like — and — stories. (Barbour) (Clemens)
4. Is — baseball in — desk? (Harry) (Ralph)
5. Mr. Andrews sells — and — suits. (man) (boy)
6. Please send me a — mask and a first — glove.  
(catcher) (baseman)
7. After an — search I found my — knife. (hour)  
(brother)
8. A — burden is often heavy, and in an — time he  
does not go far. (donkey) (hour)
9. — and — shoes are sold in that department store.  
(lady) (child)
10. My — cottage is a — throw from the lake.  
(grandfather) (stone)

### *Mastery Test 3B — Possessive*

Complete each sentence by filling the blanks with the correct forms of the words in parentheses:

1. In your class are the — books cleaner than the —?  
(girl) (boy)
2. My sister sells — and — dresses. (woman)  
(child)
3. — geography is on — desk. (Alice) (Father)
4. That — pay for a — work is twenty dollars.  
(man) (week)
5. I like that — hat better than —. (girl) (Nellie)
6. After painting my — house Mr. Baldwin took a —  
rest. (uncle) (week)
7. The — club is giving the plan a three — trial.  
(woman) (month)
8. At a — house I saw a — nest. (friend) (robin)
9. The science book is —, and the book on aviation is  
—. (Tom) (Ned)
10. Have you read — *Biography of a Grizzly* or —  
*Oliver Twist*? (Seton) (Dickens)

### SECTION 3

## CORRECT PRONOUNS

**A pronoun is a word used instead of a noun.** This definition you know, and you have had some practice in finding pronouns in sentences. But do you always use pronouns correctly when you speak and write?

### Personal Pronouns

Which of the following pronouns refer to the person speaking? Which to the person spoken to? Which to the person or thing spoken of?

1. My brother and I went to visit our uncle.

*My, I, and our* refer to the person or persons speaking. They are pronouns of the first person.

2. You left your hat in the dining room.

*You and your* stand for the person spoken to. They are pronouns of the second person.

3. He and his sister went with their aunt to her summer home.

*He, his, their, and her* refer to the person or persons spoken of. They are pronouns of the third person.

All these pronouns of the first person, the second person, and the third person are personal pronouns.

**A personal pronoun shows by its form whether the person speaking, the person spoken to, or the person or thing spoken of is referred to.**

*Practice 1*

Make a list of the personal pronouns in the following sentences. In your list place (1) after a pronoun in the first person, (2) after a pronoun in the second person, and (3) after a pronoun in the third person. The figure in parentheses tells how many personal pronouns there are in the sentence.

1. My sister and I decided to ask two of our friends to go with us on a picnic. (4)

2. Over the telephone my sister said to one of her friends, "Will you and your brother Joe go with my brother and me on a picnic tomorrow?" (6)

3. "Joe and I would hate to miss it," said Marjorie. "Are you taking your bathing suits?" (4)

4. "Yes, we're taking them," said my sister. (3)

5. Mother prepared the lunch for us and drove us to Sunken Meadow Park. (2)

6. Joe is a wonderful swimmer; he can swim much faster than I. (2)

7. Marjorie is an excellent cook; she fried the potatoes and kept them piping hot. (2)

8. A maple tree dropped some of its leaves on our picnic table. (2)

9. A thrush sang its song to us. (2)

10. When we reached home, Marjorie said, "We've thoroughly enjoyed your picnic." (3)

*Case*

Both *I* and *me* are personal pronouns of the first person; both *he* and *him*, personal pronouns of the third person. In the following sentence what is the difference in use between *I* and *me*? Between *him* and *he*?

I saw him, but he didn't see me.

*I*, the subject of the verb *saw*, is in the nominative case; *me*, the direct object of the verb *did see*, is in the



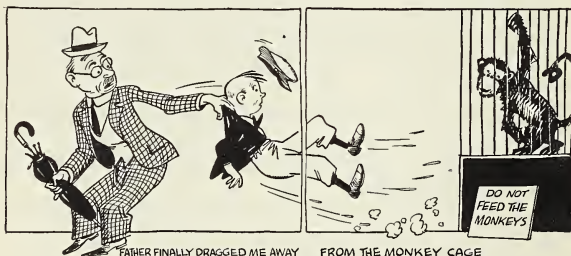
objective case. *Him*, the direct object of the verb *saw*, is in the objective case; *he*, the subject of the verb *did see*, is in the nominative case.

The case of a pronoun depends upon its use in the sentence.

Subjects of verbs are in the nominative case.

1. *She* skated across the pond.
2. *They* are his cousins.

If the subject acts, the noun or pronoun which answers the question "What?" or "Whom?" after the verb is the direct object of the verb and is in the objective case.



1. Father finally dragged *me* away from the monkey cage.

*Me* answers the question "*Dragged* whom?" and is the direct object of the verb. *Me* is therefore in the objective case.

2. Will not such a long hike tire *them*?

*Them* answers the question "*Will tire* whom?" and is the direct object of the verb.

A noun or pronoun used as the indirect object tells to or for whom something is done and is in the objective case.

1. The stars gave *us* our bearings.

*Us* answers the question "*Gave to whom?*" and is the indirect object. *Us* is in the objective case.

2. We must tell *her* the truth.

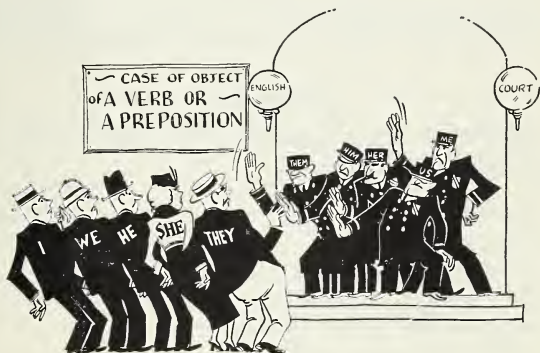
*Her* answers the question "*Must tell to whom?*" and is the indirect object. It is in the objective case.

3. For Christmas my father bought *me* a bulldog.

*Me* answers the question "*Bought for whom?*" and is the indirect object. It is in the objective case.

As a rule, placing *to* or *for* before the indirect object does not change the sense.

1. Bob lent (to) *me* his skates.
2. Dad bought (for) *me* a new stamp album.



**The object of a preposition is in the objective case.**

1. Will you come home with *me* today?
2. Why did you borrow the bicycle from *him*?

Only seven commonly used English words have different forms for the nominative and the objective case.

<i>Nominative</i>	I	we	he	she	they	who	whoever
<i>Objective</i>	me	us	him	her	them	whom	whomever

**The possessive case of a pronoun shows ownership or possession.**

1. *His* cap is new.
2. That baseball is *mine*.

**The possessive pronouns *its*, *hers*, *theirs*, *ours*, and *yours* never have an apostrophe.** (*It's* is a contraction for *it is*.)

1. That bat is *ours*.
2. *Hers* is a heavy tennis racket, but *yours* is heavier.

### ***Practice 2***

Make up sentences in which you use *its*, *hers*, *theirs*, *ours*, and *yours*. Spell these pronouns correctly.

### ***Practice 3***

Tell the use and the case of each personal pronoun in the following sentences:

*Example:*

I gave him my book.

*I* — subject of *gave*, nominative case

*him* — indirect object of *gave*, objective case

*my* — modifier of *book*, possessive case

1. He and I went with her.
2. Did you see her yesterday?
3. Will you go with him and me?
4. Father gave him and me bicycles.
5. They are my friends.

6. She and I need your help.
7. Harry and I saw your rabbits.
8. Father climbed the mountain with her and me.
9. Joan will meet Marie and her for lunch tomorrow.
10. He and Jack won the first tennis game from Henry and me.
11. Miss Carlin selected Ruth and her from fifty contestants.
12. There won't be room for both Lucy and me.
13. Uncle Steve sent him and me a boomerang from Australia.
14. Frank and I have not missed a day of school.
15. I took Louise and her to the beach.

## The Personal Pronouns Grouped

### *First Person*

	SINGULAR	PLURAL
<i>Nominative</i>	I	we
<i>Possessive</i>	my, mine	our, ours
<i>Objective</i>	me	us

### *Second Person*

	SINGULAR AND PLURAL
<i>Nominative</i>	you
<i>Possessive</i>	your, yours
<i>Objective</i>	you

### *Third Person*

	SINGULAR			PLURAL
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	her, hers	its	their, theirs
<i>Objective</i>	him	her	it	them

### Correct Case

Which forms are correct?

1. Who is there? — (I, me)

The correct pronoun is *I*, because *I* is the subject of *am* understood.

2. Father took Fred and — to the circus. (I, me)

*Me* is the direct object of the verb *took*. The direct object of a verb is in the objective case.

3. My aunt had sleeping quarters for all except Louise and —. (I, me)

*Me* is the object of the preposition *except*. The object of a preposition is in the objective case.

4. — were the winners. (he and I, him and me)

*He* and *I* are subjects of the verb *were*. The subject of a verb is in the nominative case.

Errors in case are commonest in compound subjects and compound objects. Everyone says, "*He* was the winner" and "*I* was the winner." For that reason it should be easy to get into the habit of saying "*He* and *I* were the winners." Everybody says, "Mother sent *me* to the store." Why should anyone have trouble with "Mother sent Jean and *me* to the store"?

### Practice 4

Fill the blanks with the correct pronouns. Explain the use in the sentence of each pronoun selected.

1. Can you and — go to the scout meeting tonight? (he, him)

2. Aunt Edith sent Isabel and — dolls from France, Germany, Italy, Norway, Russia, and Spain. (I, me)

3. Peter and — were lost in Hollis Woods last Saturday. (he, him)

4. Didn't you invite Alice and — to your picnic? (he, him)

5. Captain Blair gave the mutineers and — no provisions or powder. (he, him)

6. I was set adrift in a boat with Andrews and —. (he, him)

7. By evening the younger girls and — had finished their packing. (her, she)

8. Wilma did not go to the game with my mother and —. (I, me)

9. Why did the doctor send Paul and — home? (he, him)

10. Have you ever seen a girl like —? (her, she)

11. Come with Jack and — to swimming practice. (I, me)

12. — and — printed our own Christmas cards. (her, she) (I, me)

13. Bart showed — and — a good hill for tobogganing. (her, she) (I, me)

14. Mother couldn't send Dorothy and — through the forest at that late hour. (her, she)

15. The Indians made Dan and — sleep within a circle of warriors. (he, him)

16. I did my homework last evening with Sue and —. (her, she)

17. George and — are planning the whole program. (I, me)

18. — and — will have parts in our class play. (he, him) (I, me)

### *Practice 5*

Say aloud three times the correct sentences in the preceding exercise. Choose quickly. This practice will help you to get into the habit of using correct pronouns.

### Practice 6

Why is each italicized pronoun correct? Repeat these correct expressions until you form the habit of using them.

1. Mother *drove him* and *me* to the station that rainy day.

2. On our trip to Washington Paul and *I* *visited* the Washington Monument.

3. The sudden explosion *gave her* and *me* a bad fright.

4. When *will she* and Jean *arrive* in Chicago?

5. Mr. Parsons looked suspiciously *at* Joe and *me*.

6. Why *did* Frances and *she* *go* out alone?

7. Mother *could* hardly *drag* my cousins and *me* away from those fascinating animals.

8. The king divided his kingdom *among* his two sons and *her*.

9. The conductor was very kind *to* Virginia and *me*.

10. For two hours *he* and *I* *watched* the airplanes at Roosevelt Field.

11. Dad *found* Rags and *me* in the hayloft.

12. *Will* you *show* Stewart and *me* your printing press?

13. With a smile Dr. Hyde *handed her* and *me* our service medals.

14. Mr. Priest *selected him* and *me* for the leading parts in the play.

15. Just before bedtime Spunky *told* Herbert and *me* a ghost story.

### Agreement with Antecedent

The noun for which a pronoun stands is called its antecedent.

1. Danny is training *his* dog.

*His* is used instead of *Danny*; *Danny* is the antecedent of *his*.

2. Has Mildred completed *her* story?

*Her* is used instead of *Mildred*; *Mildred* is the antecedent of *her*.

**A pronoun agrees with its antecedent in number.**

We need to watch the number of our pronouns, especially if the antecedents are words like *each*, *everybody*, and *anyone*.

*Each*, *every*, *either*, *neither*, *anyone*, *anybody*, *everyone*, *everybody*, *someone*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are singular.

To decide whether a singular or plural pronoun is correct, find the antecedent and notice its number; then use a pronoun in the same number.

Which is the correct pronoun in each sentence?

1. Everyone was in a hurry to get to ——— classroom.  
(his, their)

*His* is correct, because the antecedent *everyone* is singular.

2. Every boy has ——— own ideas about the best way to spend the summer vacation. (his, their)

*His* is correct, because the antecedent *boy* is singular.

3. Everyone is expected to do ——— bit for the unemployed.  
(his, his or her, their)

*His* is correct. *His or her* calls attention to the fact that men and women are included. It is correct but clumsy.

4. One can spend happy evenings in ——— own home. (his, one's, their)

Either *his* or *one's* may be used to refer to *one*.



*Practice 7*

Fill each blank with a suitable pronoun and tell the antecedent of each pronoun used:

1. After dinner everyone took off — coat. (his, their)
2. Everybody did — homework. (his, their)
3. Everybody ran to — own seat. (his, their)
4. Did everyone prepare — speech? (his, their)
5. Everybody studied — English lesson. (his, their)
6. Any member may bring — friends. (his, their)
7. Everyone should take — hat off in the school building. (his, their)
8. Every girl did — best. (her, their)
9. My mother bought some nuts and gave — to the squirrel. (it, them)
10. Each girl had been guilty of some neglect of — health. (her, their)
11. Everybody should be careful of — pronunciation. (his, their)
12. Each pupil had to go to the front of the room and tell the class about — book. (his, their)
13. Everybody must bring — book. (his, their)
14. Everyone had — chance. (his, their)
15. Everyone may choose — own topic. (his, their)
16. Everyone desires to look — best. (his, their)
17. Each one had a chance to show — skill in the tournament. (his, their)
18. What radio fan doesn't enjoy seeing pictures of — favorite radio entertainers? (his, their)
19. One should learn how to speak — language correctly. (his, one's, their)
20. One can be successful in — own town. (his, one's, their)

*Practice 8*

Say the correct sentences in Practice 7 aloud three times. Supply the correct word quickly.

*Mastery Test 4A — Pronouns*

Select the correct or preferred word or expression to complete each sentence. On your paper write this answer after the number of the sentence. (Right - Wrong = Score)

1. — belong to the Crafts Club. (he and I, him and me, me and him)
2. — girls are going. (us, we)
3. Has anyone lost — coat? (his, their)
4. Uncle Will gave the candy to Elizabeth and —.  
(I, me)
5. Which knight defended Rebecca and —? (her, she)
6. Miss Ryan told Peggy and — the judges' decision.  
(I, me)
7. Has everyone — own coat? (his, their)
8. The boys found some old tin cans and tied — to the fence. (it, them)
9. No one but — escaped. (he, him)
10. That one dry match saved Bill and — from freezing.  
(I, me)
11. Each runner put — foot on the mark. (his, their)
12. Is everyone in — place? (his, their)
13. Twenty minutes later the waitress finally brought Mother and — our lunch. (I, me)
14. Jim's mother and — went to a neighbor's house to get help. (he, him)
15. Everybody should be careful of — English. (his, their)
16. Did Roy and — finish their model planes in time for the contest? (he, him)
17. — made most of the costumes for the play. (her and I, me and her, she and I)
18. Steve and — raced down the beach and leaped into the water. (he, him)
19. Mother sent Marion and — down to the beach for driftwood. (I, me)
20. Nobody may leave — seat without permission.  
(his, their)

*Mastery Test 4B — Pronouns*

Select the correct or preferred word or expression to complete each sentence. On your paper write this answer after the number of the sentence. (Right — Wrong = Score)

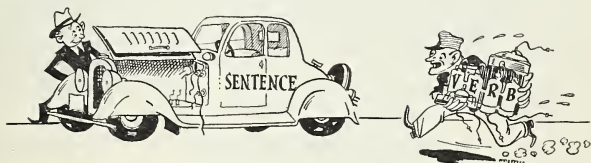
1. — went to the store. (her and me, me and her, she and I)
2. Everyone must do — own work. (his, their)
3. Boys like — are respected. (he, him)
4. Each player may select — partner. (his, their)
5. Harold and — heard chains rattling. (he, him)
6. Two strange boys and — went canoeing over two hours ago. (he, him)
7. In his last letter David told — boys his experiences in an Alaska mining camp. (us, we)
8. Everybody is to bring — own paper. (his, their)
9. — and the two lions seemed always the best of friends. (her, she)
10. Miss Koch complimented Sally and — on our acrobatics at the benefit circus. (I, me)
11. The author of these plays did not want to have — published. (it, them)
12. Stewart ran to the stern and threw Burt and — a rope. (he, him)
13. Everyone there enjoyed —. (himself, themselves)
14. Everybody should put — things away. (his, their)
15. — began the Stamp Club exchange in our school. (he and I, him and me, me and him)
16. The ebb from the next wave carried Tim and — into deep water. (her, she)
17. Just in time Stubby and — shouted their warning to the girls. (he, him)
18. One of the boys lost — book. (his, their)
19. Peter marched bravely into the dark house with Meg and — at his heels. (I, me)
20. Gavelon betrayed Roland and — to their Saracen enemies. (he, him)

## SECTION 4

### CORRECT VERBS

A verb is as necessary in a sentence as an engine is in an automobile, an airplane, or a motorboat. A group of words without a verb does not go, does not say or ask anything, does not express a complete thought.

Some verbs, like some engines, are very simple: "Yesterday I *saw* a baby raccoon." Others resemble an eight-cylinder engine: "Edward *should have been elected*." In this sentence the verb *elected* and the helpers *should have been* together say something about Edward.



### Tense

**Tense means time.** All time is divided into the past, the present, and the future. **The present tense is used for present time; the past tense, for past time; and the future tense, for future time.**

<i>Present</i>	Now I <i>see</i> a squirrel.
<i>Past</i>	Yesterday I <i>saw</i> a squirrel.
<i>Future</i>	Tomorrow I <i>shall see</i> a squirrel.

*Practice 1*

Tell the tense of every verb in the following sentences:

1. Gehrig knocked the ball over the fence.
2. Helen Jacobs will play tennis at Forest Hills.
3. Perry is a great tennis player.
4. The President spent Saturday on his yacht.
5. When will your cousin arrive in Louisville?
6. I enjoy *Boys' Life* every month.
7. General Pershing commanded the American army in France.
8. Ten motorboats are ready for the Gold Cup contest, which will be held at Montauk on Saturday.
9. Memphis is a lumber center and has cottonseed oil mills.
10. Girls' hats will be larger this winter.

*The Perfect Tenses*

Although time is divided into the lengthy past, the brief present, and the future, three tenses are not enough to express all our thoughts. We often need the three perfect tenses to express action completed or perfected at some time.

If one, for example, wishes to say that he has just finished bathing the dog, he can't say,

(Present) I *bathe* (or am bathing) the dog,

because the present is used for action that is going on. Likewise he can't say,

(Past) I *bathed* the dog,

because that sentence might refer to a bath last month. He must say,

(Present perfect) I *have bathed* the dog.

The present perfect tense is used if the action continues to the present time.

How is the present perfect tense formed?

He *has gone*. They *have come*. We *have hurried*.

*Gone*, *come*, and *hurried* are the past participles (see page 272) of the verbs *go*, *come*, and *hurry*. The present perfect tense of a verb is always made up of *have* (or *has*) and the past participle of the verb.

The past perfect tense is used if the action was completed before some past time. It consists of *had* and the past participle of the verb.

He *had gone*.  
They *had come*.  
We *had hurried*.

The future perfect tense is used if the action will be completed before some point in future time. It is formed by joining *shall have* or *will have* and the past participle of the verb.

He *will have gone*.  
They *will have come*.  
We *shall have hurried*.

### *The Six Tenses — A Time Chart*

	FIRST PERSON SINGULAR OF <i>BE</i>	THIRD PERSON SINGULAR OF <i>GO</i>
<i>Present</i>	I am	he goes
<i>Past</i>	I was	he went
<i>Future</i>	I shall be	he will go
<i>Present perfect</i>	I have been	he has gone
<i>Past perfect</i>	I had been	he had gone
<i>Future perfect</i>	I shall have been	he will have gone

### Practice 2

Write, as a time chart, the six tenses of *say*, *see*, and *go* in the first person singular. Write also the six tenses of *be*, *do*, and *break* in the third person singular.

### Practice 3

Find all the verbs in the following sentences and tell the tense of each. The figure in parentheses tells how many verbs there are in the sentence.

1. How long have you lived in San Francisco? (1)
2. How long had you lived in Seattle before you moved to San Francisco? (2)
3. We shall have planted all the potatoes by next Friday. (1)
4. Lincoln's mother told her children all the Bible stories she had ever learned. (2)
5. Butte is the center of a tract of land that has produced more copper than any other equal area in the world. (2)
6. "I'll answer the telephone," said George. (2)
7. "Stop a little till I load again," warned Livingstone, for he saw the big lion. (4)
8. Mother had said to me, "Walls have tongues, and hedges ears." (2)
9. "What have I done?" cried Agnes. (2)
10. No one knows who he is. (2)
11. Have you guessed the answer to the puzzle? (1)
12. By that time I shall have saved enough money for college. (1)
13. It had been years since I had last seen them. (2)
14. "I have done my homework," said Dick. (2)
15. "Shall I fire again, sir?" asked the chief mate. (2)

### Correct Tense

Which is correct?

The repairman — and charged three dollars. (came, comes)

Because *charged* is in the past, *came*, the past tense of *come*, is correct. To shift from the present to the past or the past to the present without a good reason is an error.

The past tense of *say* is *said*, not *says* (or “siz”).

Tom looked at me and *said*, “Is that your bulldog?”

How are the past tense, the present perfect tense, and the past perfect tense used?

(Past) The car *ran* six years.

The car no longer runs. The running took place entirely in the past.

(Present perfect) The car *has run* six years.

The car still runs. The running extends to the present.

(Past perfect) The car *had run* six years before it was smashed to pieces in a wreck.

The accident took place in past time, and the running was completed prior to the wreck.

### *Practice 4*

Explain the difference in meaning between —

1. We lived in Cleveland for twenty years, *and* We have lived in Cleveland for twenty years.
2. I watched for the airplanes for an hour, *and* I have watched for the airplanes for an hour.
3. The apple tree stood in our garden for fifteen years, *and* The apple tree has stood in our garden for fifteen years.
4. I lost my knife, *and* I have lost my knife.
5. Joe went to the circus, *and* Joe has gone to the circus.



### Practice 5

Read these sentences aloud three times. Why are the italicized verbs correct?

1. I *came* to America five years ago.
2. I *entered* Madison Junior High School a year ago.
3. *Has* the bell *rung* yet?
4. I *have* already *done* my homework.
5. I *haven't heard* from him yet.
6. Mr. and Mrs. Elson *sailed* for Europe on September 29.

### Practice 6

Select the correct word or expression. Give a reason for each choice.

1. I — him yesterday. (ask, asked)
2. Last term I — on the front seat. (sat, sit)
3. Yesterday Arthur — me this knife. (gave, give)
4. Maurice — to sell the apples last evening. (help, helped)
5. We — to live in Trenton. (use, used)
6. I — that trick better years ago. (did, have done)
7. I — to the United States three years ago. (came, have come)
8. I — Washington Junior High School last September. (entered, have entered)
9. Oliver's mother dies and — Oliver an orphan. (leaves, left)
10. Mr. Raiman's term as sheriff — last year. (expired, has expired)
11. I heard a noise and — behind me. (look, looked)
12. Then the cabin boy — to Larsen and called him a coward and a murderer. (goes, went)
13. *The Deerslayer* by Cooper — an entertaining book. (is, was)
14. The old man stopped me and — telling about his adventures. (start, started)

15. Mr. Brocklehurst believes in equality and once a week — a party for his servants. (gave, gives)

16. Yesterday at the movies Bobby — to Father, "Isn't there going to be a Mickey Mouse comedy?" (said, says)

17. When George and I opened the door, Mother —, "Where have you been?" (said, says)

18. Yesterday the principal came into our room and —, "Your class has won the banner for the best attendance during September." (said, says)

When you begin to tell a story in the past tense, stick to the past except when you have a reason for using another tense. Don't carelessly mix past and present tenses.

### *Practice 7*

Find the errors in tense in the following story and correct them. Explain why you make each change.

My first visit to an airport was very exciting. On a warm Saturday in July we arrived at Roosevelt Field about one o'clock. There was a large crowd at one entrance to the field. I ask a man what was the matter. He says that the man in the white suit was Admiral Byrd. The admiral walk out on the field and step into a cabin plane. There was another plane near Byrd's. A man wave from inside it. I look at my program and seen that this was to be a race for altitude. In a minute a shot was fired, and the planes began to take off. Higher and higher they go until they are just little spots in the sky. In about fifteen minutes they began to descend. Soon the aviators landed and stepped out of their planes. The admiral ran off the field into one of the hangars.

### **Conjugation**

Conjugating a verb is giving all its forms in order. A good way to become acquainted with the terms used in talking about verbs is by conjugating a verb. A conjugation is convenient also for reference.

On page 437 examine the conjugation of *to be* in the indicative mood. Then turn to pages 438-439 and study the conjugation of *to see* in the indicative mood, active voice.

### Practice 8

1. Conjugate *be* in the indicative mood and *see* in the indicative mood, active voice.
2. Conjugate *choose* and *break* in the indicative mood, active voice.
3. Give the third person singular of *teach* in all the tenses of the indicative mood, active voice.
4. Give the first person plural of *find* in all the tenses of the indicative mood, active voice.

### Principal Parts

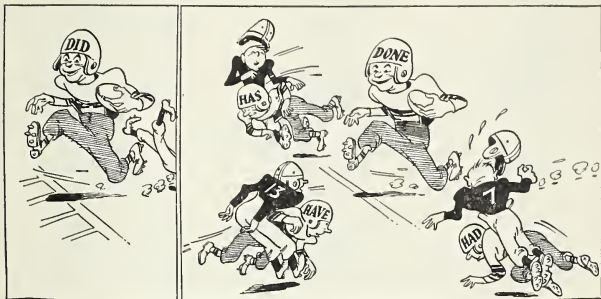
Three forms of the verb are so important that they are called the principal parts. They are: (1) the present tense, (2) the past tense, and (3) the past participle.

Most verbs form the past tense and past participle by adding *ed* (or *d*) to the present tense.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
I <i>paint</i>	I <i>painted</i>	I have <i>painted</i>
I <i>attack</i>	I <i>attacked</i>	I have <i>attacked</i>
I <i>climb</i>	I <i>climbed</i>	I have <i>climbed</i>
I <i>drag</i>	I <i>dragged</i>	I have <i>dragged</i>

Irregular verbs form their past tense and past participle in a variety of ways. About one third of the verbs which cause trouble are easy to learn in the following four groups.

The present perfect tense is made up of *have* or *has* and the past participle. The past participle always has a helper.



## PRESENT TENSE

## PAST TENSE

PAST PARTICIPLE  
(In italics)

## 1

I <i>begin</i>	I <i>began</i>	I have <i>begun</i>
I <i>drink</i>	I <i>drank</i>	I have <i>drunk</i>
I <i>ring</i>	I <i>rang</i>	I have <i>rung</i>
I <i>run</i>	I <i>ran</i>	I have <i>run</i>
I <i>shrink</i>	I <i>shrank</i>	I have <i>shrunk</i>
I <i>sing</i>	I <i>sang</i>	I have <i>sung</i>
I <i>sink</i>	I <i>sank</i>	I have <i>sunk</i>
I <i>spring</i>	I <i>sprang</i>	I have <i>sprung</i>
I <i>swim</i>	I <i>swam</i>	I have <i>swum</i>

## 2

I <i>break</i>	I <i>broke</i>	I have <i>broken</i>
I <i>choose</i>	I <i>chose</i>	I have <i>chosen</i>
I <i>freeze</i>	I <i>froze</i>	I have <i>frozen</i>
I <i>speak</i>	I <i>spoke</i>	I have <i>spoken</i>
I <i>steal</i>	I <i>stole</i>	I have <i>stolen</i>
I <i>swear</i>	I <i>swore</i>	I have <i>sworn</i>
I <i>tear</i>	I <i>tore</i>	I have <i>torn</i>
I <i>wear</i>	I <i>wore</i>	I have <i>worn</i>

## PRESENT TENSE

## PAST TENSE

PAST PARTICIPLE  
(In italics)

## 3

I *blow*I *blew*I have *blown*I *fly*I *flew*I have *flown*I *grow*I *grew*I have *grown*I *know*I *knew*I have *known*I *throw*I *threw*I have *thrown*

## 4

I *drive*I *drove*I have *driven*I *ride*I *rode*I have *ridden*I *rise*I *rose*I have *risen*I *strive*I *strove*I have *striven*I *write*I *wrote*I have *written**Principal Parts of Other Verbs*

## PRESENT TENSE

## PAST TENSE

## PAST PARTICIPLE

be

was

been

beat

beat

beaten

become

became

become

bring

brought

brought

burst

burst

burst

buy

bought

bought

come

came

come

do

did

done

draw

drew

drawn

drown

drowned

drowned

eat

ate

eaten

fall

fell

fallen

get

got

got, gotten

give

gave

given

go

went

gone

say

said

said

see

saw

seen

show

showed

shown

take

took

taken

teach

taught

taught

*Practice 9*

Give the present tense, the past tense, and the present perfect tense of all the verbs in the preceding table in this way:

PRESENT TENSE	PAST TENSE	PRESENT PERFECT TENSE
Now I am	Yesterday I was	I have been
Now I beat	Yesterday I beat	I have beaten

*Practice 10*

Complete each sentence with the correct form of the verb:

1. Last evening Father — home about six o'clock. (come)
2. Adele — home early last night. (come)
3. Just as I was finishing my homework, Jack — in. (come)
4. The child was — away from its parents. (take)
5. The foolish boy had — away from his home. (run)
6. I — Ralph yesterday. (see)
7. I — only the last two innings of the game. (see)
8. When they — the red flag, they attacked the castle. (see)
9. On last Friday night we — Stromboli volcano in eruption. (see)
10. All we — of him was a shadow. (see)
11. We — that work yesterday. (do)
12. Last evening toward dusk a slight breeze — up. (spring)
13. Yesterday that urchin — a watermelon from my field. (steal)
14. If I hadn't known how to ride, the horse would have — away with me. (run)
15. We were — everything in the palace. (show)

16. Our team was — on Saturday by a score of 6 to 4. (beat)
17. I have — you how a camera takes a picture. (show)
18. Then the school song was —. (sing)
19. I had never before — a horse. (ride)
20. The watch was — when I first got it. (break)
21. I think my pen is —. (break)
22. I should have — to Brooklyn yesterday afternoon. (go)
23. Last Saturday I — the new school building. (see)
24. Last evening my kitten — up a tree. (run)
25. I have — three letters to Doris. (write)
26. Has the bell —? (ring)
27. That page is — out of my book. (tear)
28. Is your knife —? (break)
29. Have you ever — down the stairs? (fall)
30. The explorer had — two of his toes. (freeze)
31. When Mr. Foster — back to Washington, he bought a large house on Broad Street. (come)
32. The first thing I — was to gather some dry leaves. (do)
33. Yesterday I — all my homework before dinner. (do)
34. My sister has — to Delaware Water Gap for the holiday. (go)
35. We had — almost everything on the table for breakfast. (eat)
36. While swimming yesterday, I — very tired. (become)
37. I have almost — up hope of winning the prize. (give)
38. Chester has — twice on the subject of airplanes. (speak)
39. Yesterday Louis and I — work on our model airplane. (begin)
40. Last evening Harold's toy balloon — as he brushed by his father's cigar. (burst)
41. My hat has — down again. (fall)

42. I — the salesman three dollars and took the shoes.  
(give)
43. I looked up and — nine airplanes flying in formation.  
(see)
44. Then the little boy who had thrown the snowball —  
as fast as he could. (run)
45. Our Ford has — for five years. (run)
46. After we had — our dinner, we got out the car for  
a ride to Silver Lake. (eat)
47. Our baseball team has — Adams Junior High twice  
this year. (beat)
48. Jim had — down the back stairs. (fall)
49. The horse has — on the ice. (fall)
50. My toy balloon — last evening. (burst)
51. After he had passed all the tests, Jack — an Eagle  
Scout. (become)
52. Because Jerry had — my glass of milk, I — a  
glass of water. (drink)
53. Last Saturday the wind — my kite into a tree.  
(blow)
54. Who — that snowball? (throw)
55. Mother, have you — away yesterday's paper?  
(throw)
56. Arnold has knocked the ball over the fence and —  
in two runners. (drive)
57. Yesterday Father — home two tame rabbits.  
(bring)
58. Who — this picture of me? (draw)
59. Has anybody ever — in this lake? (drown)
60. I caught the liner and — the ball to the catcher.  
(throw)

### *Practice 11*

Read aloud three times the sentences in Practice 10. Supply the correct verb quickly; don't pause before it. Read distinctly. We form good speech habits by practicing thoughtfully and enthusiastically.



*Practice 12*

Make up interesting sentences in which you use correctly the following verb forms. You may use two or three of them in one sentence.

ate	rang	is frozen
became	sang	have given
began	saw	have gone
brought	threw	might have known
came	is broken	had run
did	have come	has rung
drew	have done	has seen
gave	have driven	have taken
knew	have eaten	is torn
ran	have fallen	have written

*Sit, Set, Lie, Lay*

The principal parts and meanings of four trouble-makers are —

MEANING	PRESENT TENSE	PRESENT PARTICIPLE	PAST TENSE	PAST PARTICIPLE
<i>recline</i>	lie	lying	lay	lain
<i>place</i>	lay	laying	laid	laid
<i>have a seat</i>	sit	sitting	sat	sat
<i>place</i>	set	setting	set	set

*Lie* means *recline* or *rest*.

Mother *is lying* down.

*Lay* means *put down* or *place*.

*Lay* my books on my desk.

*Sit* means *have a seat*.

Agnes *sits* in front of me.

*Set* means *place*.

*Have* you ever *set* a hen on thirteen eggs?

In each sentence which word is correct?

1. I had just — on the couch. (laid, lain)

The meaning is *reclined*, not *placed*. *Lain*, the past participle of *lie*, is correct.

2. I just — there and moaned. (lay, laid)

The meaning is *reclined*. *Lay*, the past tense of *lie*, is right.

3. Where would you like to —? (set, sit)

*Sit* is correct, because the meaning is *have a seat*.

### *Practice 13*

Fill the blank with the correct form of *lay* or *lie*:

1. My coat was — on the floor.
2. There the key was — before my very eyes.
3. We saw the injured man — there on a cot.
4. — down even if you can't sleep.
5. I'm not going to — down this afternoon.
6. Jim found two mutineers — on the deck.
7. After the accident my father — in bed for a week.
8. The doctor told Mr. Henning to — quietly in bed for a day or two.
9. Has the book — there long?
10. There are some gloves — on that counter.
11. This paper was — on your desk.
12. After — down on the couch and reading for a while, I fell asleep.
13. At night David Crockett would — down and think of home with tears in his eyes.
14. Men were — here and there on the grass.
15. Your book has been — there for months.

16. Fred and Bill saw me — on the sand.
17. Towser was — on the floor.
18. When we had finished our lunch, we — down to rest and then played games.
19. Will you please — this paper on the teacher's desk.
20. There was a dagger — on the ground.
21. An arrowhead — (past tense) in the tall grass.
22. This afternoon I — on the sand for an hour.

### Practice 14

Fill each blank with the correct form of *sit* or *set*:

1. Where did you — last year?
2. Last year I — in the first seat in the third row.
3. Did you — a trap for the mice?
4. How long has he been — on that barrel?
5. He has — there for two hours.
6. After you answer a question correctly, you may —  
down.
7. Have you ever — still for an hour?
8. Grandfather has — under the apple tree all morning.
9. Last summer Mother — a hen on duck eggs.
10. We were all — around the campfire.

### Practice 15

Say aloud the sentences in Practices 13 and 14 until they sound natural. Supply the correct verb quickly; don't pause before it. Read distinctly. This practice will help you to get the habit of using *lie*, *lay*, *sit*, and *set* correctly.

### Practice 16

In sentences of your own use correctly the four forms of *lie* (*lie*, *lying*, *lay*, *lain*) and the three forms of *sit* (*sit*, *sitting*, *sat*).

### *Shall in Questions*

In first person questions use *shall*.

1. When *shall* I begin work?
2. When *shall* we three meet again?

### *Oral Drill*

Say these sentences a number of times to form the correct habit:

1. When *shall* we receive our corrected test papers?
2. *Shall* I send the message?
3. Where *shall* we meet?
4. *Shall* I write my answer on the blackboard?
5. *Shall* we walk or ride?

### *May, Can*

Use *can* for ability and *may* for permission, probability, or possibility. Although "Can I go with you?" is permissible in conversation, most careful speakers use *may*.

1. *May* I go with you, Mother?
2. Otis *can* lift a hundred-pound weight.

### *Practice 17*

Fill each blank with the correct or preferred word, *can* or *may*. Give a reason for each choice.

1. — I see the red dress?
2. — I borrow your pencil?
3. — I have a ride on your bicycle?
4. — I illustrate my explanation on the blackboard?
5. — Irving run a mile in six minutes?
6. — I go home now?

7. — I sit in a front seat?
8. — I go to the game today?
9. — I be excused two minutes early for traffic duty?
10. — I ask Paul a question?

### *Practice 18*

Read aloud three times the sentences in Practice 17. Supply the correct word quickly; don't pause before it.

#### *Mastery Test 5A — Some Troublesome Verbs*

Number your paper from 1 to 25. Write, next to the number, the correct word to fill the blank in each sentence. Do not write in this book. (Right — Wrong = Score)

1. Jim — the pirates' flag. (saw, seen)
2. After walking for about an hour through the woods Fred — to a house. (come, came)
3. I — my work quickly. (did, done)
4. I have — Billy how to take care of his fountain pen. (showed, shown)
5. She — several words together. (ran, run)
6. Helen Fuller Orton has — several entertaining stories for children. (written, wrote)
7. I had — one of Mother's best plates. (broke, broken)
8. Have you ever — your ears? (froze, frozen)
9. Edna has been — in the hammock for an hour. (laying, lying)
10. The dolls were — on the floor. (laying, lying)
11. That tree has — there for a long time. (laid, lain)
12. Toward morning David — down to rest. (laid, lay)
13. The buffalo was — on the ground not more than a dozen yards away. (laying, lying)
14. Who — that large package on my desk this morning? (laid, lay)

15. We were all — on the promenade deck. (setting, sitting)
16. I — a trap for the mice. (set, sat)
17. — I have another sheet of paper? (can, may)
18. When — we start? (shall, will)
19. How often have you — on the ice today? (fallen, fell)
20. Jenkins caught the long fly and — the ball to the second baseman. (threw, throwed)
21. I recited the rule and — examples. (gave, give)
22. I — to school six years ago. (started, have started)
23. I — that problem yet. (didn't solve, haven't solved) [*Didn't solve* is the emphatic form of the past tense.]
24. Then everybody stood up and — "The Star-Spangled Banner." (sang, sung)
25. In geography class yesterday our teacher —, "There are many hot springs in Iceland." (said, says)

### *Mastery Test 5B — Some Troublesome Verbs*

Number your paper from 1 to 25. Write, next to the number, the correct word to fill the blank in each sentence. Do not write in this book. (Right - Wrong = Score)

1. I — him yesterday in the park. (saw, seen)
2. Robert had already — to the game. (gone, went)
3. Joan had — away from the harmless cow. (ran, run)
4. Ned — the snowball. (threw, throwed)
5. I — the wrong example. (did, done)
6. I have — twice on that same ice. (fallen, fell)
7. Soon a policeman — along. (came, come)
8. I have — a hole in my new suit. (tore, torn)
9. We saw a motorboat — on a sand bar. (laying, lying)
10. After eating his lunch Billy — down on the grass. (laid, lay)

11. He has —— there long enough. (laid, lain)
12. The sprinkler has —— the dust. (laid, lain)
13. After dinner Mother sometimes —— down for a half hour. (lays, lies)
14. The boys are —— on the sand. (laying, lying)
15. Will you please —— down. (set, sit)
16. How long have you —— in that seat? (sat, set)
17. —— I have a library book? (can, may)
18. Where —— I meet you? (shall, will)
19. From Chicago Mother —— me a dress and a hat. (brought, brung)
20. At the assembly last week Marjorie Hawkins —— a solo. (sang, sung)
21. The bell —— yet. (didn't ring, hasn't rung)
22. My family —— to California in 1935. (have moved, moved)
23. I rang Mr. Simpson's bell and —— him to buy a *Saturday Evening Post*. (ask, asked)
24. You should have —— to the championship game. (gone, went)
25. Then Mary Johnson stood up and ——, "Last summer at the North Cape we saw the sun at midnight." (said, says)

### Agreement of Verb and Subject

Most plural nouns, you know, end in *s*. Most verbs ending in *s*, however, are singular: *is*, *was*, *does*, *skates*, *flies*, *leaps*, *sings*, *plays*. In other words, adding *s* to a noun makes it plural, but adding *s* to a verb makes it singular.

**A verb agrees with its subject in number and person.** To make a verb agree with its subject we need (1) to find the subject and (2) to discover whether the subject is singular or plural. The questions to ask about a sentence are: "What is your subject?" and "Is your subject singular or plural?"

In each sentence which verb form is correct?

1. All the boys — up early that morning. (was, were)

The subject *boys* is plural; hence the plural verb *were* is correct.

2. This suit — fit me. (doesn't, don't)

The subject *suit* is singular; hence the singular verb *doesn't* (*does + not*) is correct.

### Practice 19

Choose the correct word. What is the simple subject? Is it singular or plural?

1. Many musical instruments — needed for an orchestra. (are, is)

2. A coach often — in substitutes at the beginning of the second half. (put, puts)

3. Marion — like to darn. (doesn't, don't)

4. Rip's dog — know him. (doesn't, don't)

5. The word *boys* — plural. (are, is)

6. That letter — sound like Mae. (doesn't, don't)

7. Harold — like to play football. (doesn't, don't)

8. The last few lines — a winter scene. (describe, describes)

9. The train — run on Sunday. (doesn't, don't)

10. That run — count. (doesn't, don't)

### Subject after Verb

In each sentence which is the correct verb form?

1. There — twenty boys in my class. (are, is)

The subject *boys* is plural; hence *are* is correct. (*There* is an introductory adverb or expletive. *There* is never the subject.)



2. There —— three men on top of the rock. (was, were)

*Were* agrees with the subject *men* in the plural number.

### *Practice 20*

Find the subject of each sentence. Then choose the correct word or words to fill the blank.

1. There —— two cars with five men in each. (was, were)
2. There —— six girls ahead of me in line. (was, were)
3. There —— many rabbit tracks in the snow. (was, were)
4. —— two subjects in that sentence. (there's, there are)
5. There —— oyster fisheries along the coast of Georgia and Florida. (are, is)
6. There —— two gentlemen waiting outside to see you. (are, is)
7. There —— twenty thousand people at the football game. (was, were)
8. There —— too many mistakes in my story. (was, were)

### *Modifiers*

Don't be fooled by a prepositional phrase between the subject and the verb. Find the subject and make the verb agree with it.

1. This year every large city in the United States —— entered the essay contest. (has, have)

*Has* agrees with the subject *city* in the singular number.

2. One of the boys —— gone home. (has, have)

*Has* agrees with the subject *one*.

3. My uncle with his two sons —— working in the garden. (was, were)

*Was* agrees with the subject *uncle*.

*Practice 21*

Choose the correct word or words. Then draw an arrow from the verb to the simple subject.

*Example:*

One of my answers — wrong. (was, were)

One of my answers was wrong.

1. One of the pictures — worth a hundred dollars.  
(are, is)
2. The dishes of food — placed on the table. (was, were)
3. The three of them — going. (are, is)
4. Every one of the houses — painted. (are, is)
5. This page of questions — followed by a chapter of explanation. (are, is)
6. Some of the crew — to go ashore the next day.  
(was, were)
7. One of the girls — sitting on the porch. (are, is)
8. Many poems of Wordsworth — lessons. (teach, teaches)
9. The price of the tickets — fifty cents. (are, is)
10. One of the boys — about two hundred pounds.  
(weigh, weighs)
11. The main cargo of these vessels — machinery.  
(was, were)
12. Mary with her two friends — planning to come home on September 4. (are, is)
13. The other attractions of the sea — described to us.  
(was, were)
14. The President with his advisers — sitting in secret session. (are, is)
15. Wayne Gordon with the help of Paddy Green and Davie Morton — raising a flagstaff. (are, is)
16. The cage of white rats — on the table. (was, were)
17. Sally James with her mother and sister — spending a month in Bermuda. (are, is)

*Personal Pronoun as Subject*

When the subject is a personal pronoun, we have to think about both its number and its person. Notice the italicized troublemakers:

SINGULAR	PLURAL
1. I do (don't)	we do (don't)
2. you do (don't)	you do (don't)
3. he <i>does</i> ( <i>doesn't</i> )	they do (don't)
<i>she does</i> ( <i>doesn't</i> )	
<i>it does</i> ( <i>doesn't</i> )	
1. I was (wasn't)	we <i>were</i> ( <i>weren't</i> )
2. you <i>were</i> ( <i>weren't</i> )	you <i>were</i> ( <i>weren't</i> )
3. he was (wasn't)	they <i>were</i> ( <i>weren't</i> )

*Practice 22*

Read these sentences aloud three times:

1. *It doesn't* matter.
2. *He doesn't* sing in the choir.
3. *Weren't you* at the game?
4. *We weren't* in time for the kick-off.
5. *We were* going to the movies.
6. *She doesn't* know anything about an automobile.
7. Where *were you* last evening?
8. *Were you* at last Saturday's game?
9. Why *doesn't he* go to high school?
10. *They were* ready to start.

*Practice 23*

Choose the correct word:

1. He — mean that. (doesn't, don't)
2. We — going out. (was, were)
3. — she want to go with us? (doesn't, don't)

4. They —— playing marbles in the street. (was, were)
5. We started about ten o'clock and —— at Steeplechase about twelve o'clock. (was, were)
6. She —— pay attention in class. (doesn't, don't)
7. We scored three runs in the eighth inning but —— still four runs behind the Tigers. (was, were)
8. We —— supposed to get up at five-thirty the next morning. (was, were)
9. He —— know the answer. (doesn't, don't)
10. After that we —— permitted to go to the camp again. (wasn't, weren't)
11. —— you at Shady Camp last summer? (wasn't, weren't)
12. She —— know how to play tennis, ping-pong, or hockey. (doesn't, don't)

### *Practice 24*

Say aloud three times the sentences in Practices 19, 20, 21, and 23. Supply the correct verb quickly; don't pause before it. Wide-awake practice helps you to form good language habits.

### *And*

Which is correct?

1. George and Harry —— sitting on the porch. (was, were)

*George and Harry* are two people; therefore the plural verb *were* is correct.

2. The sugar, butter, and milk —— mixed together. (was, were)

*Sugar, butter, and milk* are three things; hence the plural verb *were* *mixed* is correct.

A compound subject connected by *and* takes regularly a plural verb.

*Or, Nor*

Which is correct?

1. Either Father or Harry —— going to meet Aunt Helen.  
(are, is)

Because the subject *Father or Harry* means one, not both, the singular verb *is going* is correct.

2. Neither Mary nor Laura —— the answer. (has, have)

The sentence means that neither one has the answer; therefore the singular verb *has* is correct.

**Two singular subjects connected by *or* or *nor* take a singular verb.**

*Each, Every, and Similar Words*

*Each* = *each one*; *either* = *either one*; *neither* = *neither one*; *anybody* = *anyone*; *everybody* = *everyone*; *somebody* = *someone*; *nobody* = *no one*. These words are singular.

*Each, every, either, neither, anyone, anybody, everyone, everybody, someone, somebody, no one, nobody, one, many a, and a person* are singular.

Which is correct?

1. Neither of them —— playing in the game today.  
(are, is)

Because *neither*, the subject, is singular, the singular verb *is playing* is correct.

2. One of the boys —— building a dog kennel. (are, is)

Because *one*, the subject, is singular, the singular verb *is building* is correct.

*Practice 25*

Choose the correct verb. Show that the subject is singular or plural.

1. Both Ethel and her sister —— going. (are, is)
2. John and I —— walking around. (was, were)
3. A wheel and some glass —— broken. (was, were)
4. He and I —— going to see *Huckleberry Finn*. (was, were)
5. Frank and Bill —— in swimming. (was, were)
6. Neither his conduct nor his work —— satisfactory. (was, were)
7. Both his conduct and his work —— satisfactory. (are, is)
8. Neither of them —— right. (are, is)
9. Everybody on the yacht —— able to reach the desert island. (was, were)
10. Each of us —— asked to pay thirty cents. (was, were)
11. Neither —— of any value. (are, is)
12. His seven fish —— all bass. (was, were)
13. Neither Ralph nor George —— come home. (has, have)
14. In his diet there —— no milk or cheese. (are, is)
15. Each of these men —— a sign. (carries, carry)
16. Ray Lind and his Casino Orchestra —— been secured to supply the music. (has, have)
17. Next, the lights and the tinsel —— put on the Christmas tree. (was, were)
18. Neither he nor his sister —— going to the party. (are, is)
19. Gertrude and Ruth —— to Madison Junior High School. (go, goes)
20. Neither of us —— much about a motorboat. (know, knows)

**Habits**

When you are forming good habits, each lapse is like unwinding a ball of cord. You lose quickly what

you have accomplished slowly. To make progress you must use correct English all the time — in the halls, at home, and on the baseball field, as well as in your English class. If you hear the mistakes of others, you will be likely to hear your own mistakes and correct them.

### *Error Box*

For a week jot down and place in the Error Box every grammatical error you hear a member of your class make anywhere. Write his name in parentheses after the error and your name at the top of the paper.

### *Mastery Test 6A — Agreement of Verb and Subject*

Select the correct word, and on your answer paper write it after the number of the sentence: (Right — Wrong = Score)

1. All Blondy's sheep —— killed one night. (was, were)
2. Two questions —— asked about the addition of fractions. (was, were)
3. The boys —— going to practice football. (are, is)
4. My father —— wear bright ties. (doesn't, don't)
5. The children —— coming into the classroom. (was, were)
6. Behind the barn there —— three horses. (was, were)
7. In his left hand —— two large packages. (was, were)
8. Why —— you in school yesterday, Joan? (wasn't, weren't)
9. She —— know how to solve the problem. (doesn't, don't)
10. We —— extremely tired that night. (was, were)
11. They —— ready. (wasn't, weren't)
12. —— only six boys in the class. (there are, there's)
13. The pictures in that theater —— not very good. (are, is)

14. The price of the set of dishes — fifty dollars.  
(are, is)
15. Each of the boys — to have charge of one meeting.  
(are, is)
16. Neither of the rugs — satisfactory. (was, were)
17. Neither Mary nor Margaret — the right answer.  
(has, have)
18. Harold and Fred — with us. (was, were)
19. We — looking for grammatical errors. (was, were)
20. In *Treasure Island* there — many strange words.  
(are, is)

### ***Mastery Test 6B — Agreement of Verb and Subject***

Select the correct word, and on your answer paper write it after the number of the sentence: (Right — Wrong = Score)

1. The children — very happy together until the death of Mrs. Garland. (was, were)
2. Attractive advertisements — the eye. (catch, catches)
3. Kate Douglas Wiggin's books — worth reading.  
(are, is)
4. My mother — like mushrooms. (doesn't, don't)
5. The flames — going higher and higher. (was, were)
6. There — only ten apples on that tree. (are, is)
7. In his pockets — found pictures of the fort. (was, were)
8. We — gone for just a short time. (was, were)
9. He — care. (doesn't, don't)
10. They — going to the store. (was, were)
11. Where — you yesterday afternoon? (was, were)
12. There — two sides to that question. (are, is)
13. His choice of words — very good. (are, is)
14. Ahead of us — the green trees of the forest. (are, is)
15. Each of them — one vote. (has, have)
16. Neither of the sentences — correct. (are, is)
17. Mercury or alcohol — used in a thermometer. (are, is)



18. Mr. and Mrs. Gray — visiting their daughter in Columbus. (are, is)

19. There — twenty-five girls at the meeting. (was, were)

20. The demand for these books — been great. (has, have)

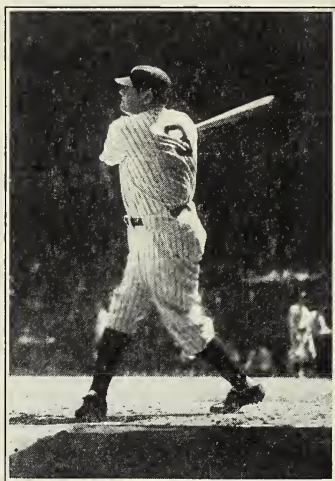
### Transitive and Intransitive

Transitive means “going over.” If the action is received by some person, animal, or thing, the verb is **transitive**. Other verbs are **intransitive**.

1. Babe Ruth *hit* the ball.

2. The ball *was hit* by Babe Ruth.

*Hit* and *was hit* are transitive verbs, because the action was received by the ball.



*Ewing Galloway*

BABE RUTH AT BAT

1. The girl *fed* the woodchuck.
2. The woodchuck *was fed* by the girl.

*Fed* and *was fed* are transitive verbs, because the action was received by the woodchuck.



*Courtesy Union Pacific System*

#### FEEDING A WOODCHUCK

That is one way to tell a transitive verb. A better way often is to apply this test: **A verb is transitive if it has an object or if the subject is acted upon.** Other verbs are intransitive..

Which of these verbs are transitive? Which are intransitive?

1. I *have* two dogs.

*Have* is transitive, because *dogs* is its direct object.

2. Skippy *can run* fast.

*Can run* is intransitive, because it does not have an object and the subject is not acted upon.

3. The aviator *flew* a tiny plane.

*Flew* is transitive, because *plane* is its direct object.

4. The aviator *flew* over the mountain.

*Flew* is intransitive, because it does not have an object and the subject is not acted upon.

5. The farmer *shot* a deer.

*Shot* is transitive, because *deer* is its direct object.

6. The farmer *shot* at a deer.

*Shot* is intransitive, because it does not have an object and the subject is not acted upon.

7. Harold *was elected* captain.

*Was elected* is transitive, because the subject *Harold* is acted upon.

8. Harold *is* captain.

*Is* is an intransitive verb, because it does not have an object and the subject is not acted upon.

Sentences 3, 4, 5, and 6 show that a verb may be transitive in one sentence and intransitive in another.

The verb *be* (*am, is, are, was, were, has been, have been, had been, may be, might be*) NEVER TAKES AN OBJECT, hence is always intransitive.

### Practice 26

Which of the transitive verbs in the following sentences have objects? Which have subjects that are

acted upon? In the exercise there are six of each kind.

*Examples:*

1. Barnaby Lee was captured by pirates.

The subject, *Barnaby Lee*, was acted upon.

2. A group of men discovered an ancient treasure city in the mountains of Mexico.

*City* is the direct object of the transitive verb *discovered*. *City* answers the question "*Discovered what?*"

1. We saw your play.
2. English is used by nearly twenty-five per cent of the population of the world.
3. I have your book.
4. Tad was thrown overboard in the night.
5. Soils are moved by wind, water, and glaciers.
6. She brought the teapot and the pitcher of cream.
7. Miriam knew practically everyone in the village.
8. Coach Barnum was injured in an automobile accident.
9. Augusta has large cotton mills.
10. Jacques, a French lad, is taken as cabin boy on board a boat.
11. Rikki-tikki, Jerry's inquisitive mongoose, dipped his funny little nose into the ink bottle.
12. Old Captain Jerry was loved by all the children for his jolly songs of the sea.

**An intransitive verb which joins an adjective, a noun, or a pronoun to the subject is called a linking verb.** *Be, seem, appear, remain, become, look, grow, feel, smell, taste, and sound* are often used as linking verbs.

1. Mother *looks* tired.
2. That rose *smells* sweet.
3. Detroit *is* an important railroad center.
4. How tall you *have grown*!

### Predicate Nominative

What does each italicized word do in the sentence?

1. My dog is a *collie*.

*Collie* completes *is* and explains the subject *dog*.

Dog = collie.

2. Baseball is a popular summer *game*.

*Game* completes *is* and explains the subject *baseball*.

(*A*, *popular*, and *summer* are modifiers of *game*.)

Baseball = game.

3. It is *he*.

*He* completes *is* and explains the subject *it*.

It = he.

4. Most of the people in Europe in the fifteenth century were *farmers*.

*Farmers* completes *were* and describes the subject *most*.

Most = farmers.

5. The commander of the American army in Europe was *General Pershing*.

Commander = General Pershing.

The italicized word in each sentence means the same as the subject and tells what the subject is, was, or became.

**A noun or pronoun that completes the predicate and explains or describes the subject is called a predicate nominative.**

After *not* a predicate nominative explains the subject by telling what the subject is not.

That apple is not a *Baldwin*.

Apple does not = Baldwin.

Each picture shows that the predicate nominative refers to the same person or thing as the subject.

1. Johnny Scout is a canoeist.



IS



2. Bill Cook is a baseball player.



IS



*Courtesy H. W. Kellogg Company*

### ***Practice 27***

Complete each sentence with a predicate nominative:

*Example:*

The Thames is a — in England.

The Thames is a river in England.

1. The capital of the United States is —.
2. The Fourth of July is a —.
3. Longfellow was a —.
4. Benedict Arnold turned —.
5. Franklin D. Roosevelt was elected —.
6. The baby was named —.
7. One of our greatest living Americans is —.
8. Mark Twain is the — of *Tom Sawyer*.

### *Practice 28*

On one or more of the following topics write five sentences. Use a predicate nominative in each sentence and underline it.

#### *Example:*

Edison's deafness was a great advantage to him in many ways.

1. Games I have played or seen played
2. Camp
3. Summer in the country
4. Fishing
5. Winter sports
6. Heroes I have seen, heard, or read about

**A predicate nominative is in the nominative case.**

1. It was *he*.
2. Was it *she* or her *sister*?

### *Practice 29*

Fill each blank with the correct pronoun. Explain the use in the sentence of each pronoun selected.

1. It wasn't —. (her, she)
2. Was it —? (he, him)
3. Is that —? (her, she)

4. It was —— and —— . (her, she) (I, me)
5. The winner was neither —— nor —— . (he, him) (I, me)
6. It was neither —— nor —— . (he, him) (her, she)
7. It is —— who need the extra player. (us, we)
8. It was —— who rang the bell. (he, him)
9. It is —— who wants to read *The Secret Garden*. (her, she)
10. Was it —— and Edward who came late? (he, him)
11. It was —— who spoiled the fun. (her, she)
12. It was —— and —— who sent in the fire alarm. (he, him) (I, me)

### Active and Passive Voice

Is there any difference in meaning between sentences 1 and 2? Between sentences 3 and 4?



**Jerry** caught a trout



The **Trout** was caught by Jerry

1. Jerry caught a trout.  
*Actor* →
2. The trout was caught by Jerry.  
← *Actor*
3. My brother hoed the garden.  
*Actor* →
4. The garden was hoed by my brother.  
← *Actor*



A transitive verb can say the same thing in two ways. It has really two voices.

In sentences 1 and 3 the subjects, *Jerry* and *brother*, act; the verbs are in the active voice. In sentences 2 and 4 the subjects, *trout* and *garden*, are acted upon; the verbs are in the passive voice.

A transitive verb is active if the subject acts, and passive if the subject is acted upon. Passive means "not acting but acted upon." Intransitive verbs have no voice.

### **A verb that has an object is transitive active.**

1. Father *shot* the bear.
2. The pitcher *won* the game.
3. Madeline *solved* the puzzle.

**If the subject is acted upon, the verb is transitive passive.**

The transitive passive is made up of the past participle of the verb and one or more helpers. Some form of the verb *be* is always one helper.

(Past participle in italics; form of the verb *be* underscored.)

will be *elected*

was *defeated*

was *built*

has been *sung*

was *hurt*

will be *sent*

1. The bear *was shot* by father.
2. The game *was won* by the pitcher.
3. The puzzle *was solved* by Madeline.

### **Other verbs are intransitive.**

1. What time *did* you *go* to bed last night?
2. For the second six weeks' report one hundred fifty pupils *are* on the Honor Roll.

*Practice 30*

Which of these transitive verbs are active? Which are passive? Give reasons.

*Example:*

Was the invitation written on green paper?

*Was written* is transitive passive, because the subject, *invitation*, is acted upon.

1. They are dressed in picturesque costumes.
2. She plays golf too.
3. They carried huge Chinese lanterns.
4. In a second Dan's decision was made.
5. The explorer was showered with honors.
6. They led me up to the outer gate.
7. The spirit of a nation is shown in its proverbs.
8. Like most other people, I read stories for entertainment.
9. In *Poor Richard's Almanac* Benjamin Franklin wrote many maxims.
10. Oil is found under the ground in many places.
11. Agriculture is taught in many schools.
12. How did you get the car out of the mud?
13. How are habits formed?
14. Mark Twain pictured America with a rough-and-ready humor.

### Changing from Passive to Active

The active voice is usually clearer, briefer, and more forceful than the passive.

(Active) Yesterday I received your letter.

(Passive) Yesterday your letter was received by me.

(Active) Harold and I erected the tent.

(Passive) The tent was erected by Harold and me.

(Active) Ernest Chapman won the first prize of five dollars in the essay contest.

(Passive) The first prize of five dollars in the essay contest was won by Ernest Chapman.

The object of the verb in the active voice becomes the subject in the passive voice.

### *Practice 31*

Improve the following sentences by changing the passive verbs to active verbs:

1. I was taken to the doctor by my uncle.
2. Your kindness is greatly appreciated by me.
3. The cooking class is taught by Miss Simmons.
4. The airplane was made by Jack and me.
5. The largest trout was caught by Father.
6. The wood was chopped by Donald.
7. The art classes were visited by the mothers of the pupils.
8. Audubon Junior High was defeated by John Marshall by a score of 5 to 3.
9. Tea was served at five on the terrace by Marion and Helen.
10. No sleep was had by any of us that night.

## SECTION 5

# CORRECT ADJECTIVES, ADVERBS, PREPOSITIONS, AND CON- JUNCTIONS

### Comparison of Adjectives

Most adjectives have three forms or degrees:

(Positive degree) The lion is a *large* animal.

**The positive degree names a quality.**

(Comparative degree) The camel is *larger* than the lion.

Two animals are compared, and the camel is *larger*.

**The comparative degree shows that one object has a greater degree of the quality than the other.**

(Superlative degree) The elephant is the *largest* animal in the circus.

The elephant is compared with many animals and is the *largest*.

**The superlative degree shows that one object has the greatest degree of the quality.**

Adjectives are compared in three ways:

### *Er and est*

POSITIVE	COMPARATIVE	SUPERLATIVE
kind	kinder	kindest
cheap	cheaper	cheapest
heavy	heavier	heaviest
easy	easier	easiest
lazy	lazier	laziest

(Notice what happens to the *y* in *heavy*, *easy*, and *lazy*.)

*More and Most*

POSITIVE	COMPARATIVE	SUPERLATIVE
beautiful	more beautiful	most beautiful
wonderful	more wonderful	most wonderful

*Different Words*

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst

**Use of Comparative and Superlative**

Which is correct?

The — of the two boys secured the job. (brighter, brightest)

Only two boys are compared. Hence *brighter* is correct.

**The comparative is usually used in comparing two.**

Which is correct?

Archie is taller than — boy in his class. (any, any other)

“Archie is taller than any boy in his class” says that Archie is taller than any boy including himself. Of course Archie isn’t taller than Archie. *Any other* says what is meant.

**When the comparative is used for more than two, exclude from the group the object compared. Don’t say that a boy is taller than himself.**

Which is correct?

Alice is — than Helen. (friendlier, more friendlier)

For forming the comparative we use either *er* or *more*, never both. *Friendlier* is right. *More friendlier* is an example of double comparison.

**Avoid double comparison** (*more better, most richest, most happiest*).

### *Practice 1*

Pick out the correct or preferred word or expression in each sentence, and give a reason for your choice:

1. The cook promised to keep the kitchen —. (cleaner, more cleaner)

2. I like swimming better than — sport. (any, any other)

3. Are country boys — than city boys? (healthier, more healthier)

4. At the age of six I had the — adventure. (most strange, strangest)

5. The trip was — than I thought it would be. (easier, more easier)

6. Washington is one of the — known cities in the world. (best, most well)

7. That was the — picture I ever saw. (most silliest, silliest)

8. Mr. Driscoll was the — man in the town. (most richest, richest)

9. Some teachers are — than others. (more stricter, stricter)

10. Bob can kick a football farther than — boy in his class. (any, any other)

11. Which is the —, Pennsylvania or Oklahoma? (larger, largest)

12. Which is —, Claire or Gertrude? (older, oldest)

13. Some of these sentences are — than others. (harder, more harder)

14. I feel — today than I did yesterday. (better, more better)

15. Chicago is larger than — city in Illinois. (any, any other)

16. Which is the — of these two books for me to read? (better, best)

17. Of the two, Marie is the —— ambitious. (more, most)

18. Jack London's —— known story is *The Call of the Wild*. (best, most well)

### Practice 2

Say aloud the sentences in Practice 1 until they sound natural. Choose the correct word or expression quickly; don't pause before it. By enthusiastic practice you acquire the habit of speaking good English.

#### Confusion of Adjective and Adverb

In each sentence which word is right?

1. Vincent spoke —— . (good, well)

*Good* is an adjective; *well*, an adjective or an adverb. The adverb *well*, the right word, modifies the verb *spoke*.

2. We all slept —— . (sound, soundly)

The adverb *soundly* modifies the verb *slept*.

3. Ben Gunn was —— extravagant. (real, very)

The adverb *very* modifies the adjective *extravagant*.

4. I —— was glad to see Mother. (sure, surely)

The adverb *surely* modifies the verb *was*.

5. Write clearly and —— . (forceful, forcefully)

The adverb *forcefully* modifies the verb *write*.

**Use an adverb to modify a verb, an adjective, or an adverb.**

Which word is correct?

This rose smells —— . (sweet, sweetly)

*Sweet* is a predicate adjective after the verb *smells*.  
A predicate adjective completes the predicate and modifies the subject.

After *be, become, grow, seem, appear, taste, smell, sound, look, and feel*, use a predicate adjective to describe the subject.

(Right) Your voice sounds *queer*. She looks *beautiful* in a blue dress.

### Practice 3

Complete each sentence by adding a predicate adjective:

*Examples:*

- |                         |                       |
|-------------------------|-----------------------|
| 1. The apple tastes —.  | 2. The baby was —.    |
| The apple tastes sour.  | The baby was healthy. |
| 1. My dog is —.         | 6. Martha seems —.    |
| 2. The flowers are —.   | 7. Dinner tasted —.   |
| 3. Our house is —.      | 8. Isabel looked —.   |
| 4. The clover smells —. | 9. My hands are —.    |
| 5. His voice sounds —.  | 10. I am —.           |

*Slow, loud, quick, cheap, right, wrong, clear, ill, well, hard, high, long, deep, and fast* are used as adjectives or as adverbs.

(Right) Drive *slow*. Come *quick*. Speak *louder*. Is your mother *well*? [Adjective] Our team played *well*. [Adverb]

### Practice 4

Select the correct word to complete each sentence. Give the reason.

1. It — was a wonderful sight. (sure, surely)
2. We entered the room —. (quiet, quietly)



3. Miss Lawrence speaks —. (soft, softly)
4. Our Thanksgiving turkey was — good. (sure, certainly)
5. Tom hoed the garden very —. (good, well)
6. I am getting along — in junior high school. (good, well)
7. We — had a wonderful vacation at Lake George last summer. (sure, surely)
8. Stella works — from me. (different, differently)
9. A man in the train acted —. (queer, queerly)
10. Our Studebaker runs —. (good, well)
11. We started — early for Ausable Chasm. (real, very)
12. Our basketball team defeated Monroe Junior High —. (easily, easy)
13. I can wash the car as — as my father can. (good, well)
14. Saxony celebrates Christmas — from other parts of Germany. (different, differently)
15. Clarice dressed —. (funny, queerly)
16. Our basketball team has not done very — this year. (good, well)
17. We got along — together. (good, well)
18. Honestly, Margaret, I have been — busy. (terrible, terribly)
19. My grammar is pretty —. (good, well)
20. Both teams passed the ball —. (clever, cleverly)
21. My father was not hurt —. (serious, seriously)
22. Wordsworth paints the picture of the daffodils very —. (clear, clearly)
23. The music was —. (excellent, real good)
24. I had to pay — for my carelessness. (good, well)
25. His answer was fairly —. (good, well)

### *Practice 5*

Read aloud three times the sentences in Practice 4. Supply the correct word quickly; do not pause before it.

## Prepositions

In each sentence which preposition is correct?

1. Choose —— us three. (among, between)

*Among* is correct. *Between* commonly applies to only two persons or objects. For three or more use *among*.

2. John stood —— me. (back of, behind, in back of)

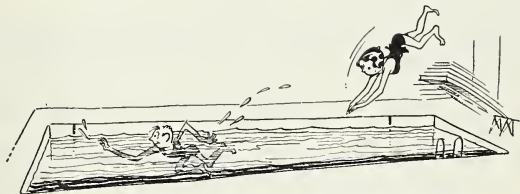
*Behind* is always good English; *back of* is correct in conversation.

3. I bought that baseball —— Arthur. (from, off)

*Buy from* and *take from* are correct expressions.

4. I fell —— the chair. (off, off of)

*Off* is correct. *Of* is not needed.



WHILE I WAS SWIMMING **IN** THE POOL MY SISTER DIVED **INTO** THE WATER NEAR ME

5. While I was swimming —— the pool, my sister dived —— the water near me. (in, into)

*Into* is usually used for motion from one place to another — canoe to water, springboard to water, outside of house to inside, for example. One wading in deep water may fall *in* it.

(Right) When the big rowboat struck our canoe, I fell *into* the water.

(Right) My uncle walked right *into* the house without ringing the bell.

6. I got my skates while Mother and Jane were — the store. (at, to)

*At* is correct. One goes *to* a place and then is *at* it.

(Right) Last Saturday we motored *to* Long Beach; today we are going to stay *at* home.

7. When you decide, will you please write to me — the above address. (at, by)

*At* is correct.

8. We enjoyed ourselves — California. (at, in)

*In* is correct.

### *Practice 6*

In each sentence select the correct preposition:

1. Then he went thumping from the living room — the dining room. (in, into)

2. I heard a horn close — me. (behind, in back of)

3. That afternoon while out in the boat, I fell — the water. (in, into)

4. The driver — us didn't see my father's signal. (behind, in back of)

5. I got — the car at Continental Avenue. (off, off of)

6. I hope you and Dick will enjoy your summer — Maine. (at, in)

7. John crept quietly — us. (behind, in back of)

8. I left the house by the back door and went out — the cold air. (in, into)

9. We climbed the stairs and walked — the cabin. (in, into)

10. Jimmie sits — me. (behind, in back of)

11. Somebody took my book — me. (from, off)

12. Mr. Gordon led the horses from the field — the barn. (in, into)

13. A horn honked — me. (behind, in back of)

14. We bought some bloodworms — an old lock keeper. (from, off)

15. Stop — my house on your way home. (at, by)
16. Milly fell — the lake but was rescued by our gallant young hero. (in, into)
17. Seton saw a beaver knock a small squirrel — the water. (in, into)
18. Divide the cookies — the five boys. (among, between)
19. Were you and Andy — the basketball game yesterday? (at, to)
20. I got the basketball — Mr. Corwin. (from, off)

### *Practice 7*

Write sentences in which you use correctly *between*, *among*, *behind*, *from*, *off*, *in*, *into*, *at*, *to*, and *by*.

### *Practice 8*

Say aloud three times the sentences in Practice 6. Supply the correct preposition quickly; do not pause before it.

### *Different from*

*Different from* is always correct.

My answer is *different from* Margaret's.

### *Oral Drill*

1. Penrod is *different from* Treasure Island.
2. My sister says that senior high school is not much *different from* junior high school.
3. This creature looked *different from* the fish my father had caught.
4. Your pronunciation of *direct* is *different from* mine.
5. "The Landing of the Pilgrims" is *different from* the other poems we have studied this term.

### Practice 9

Make up three interesting sentences in which you use *different from*.

### Conjunctions

#### *As, Like*

When *as* is a conjunction, it is commonly followed by a subject and a verb.

Marie learned to make her dresses *as* I do.

*I* is a subject and *do*, a verb.

***Like* may be used as a preposition but not as a conjunction.** A preposition is followed by its object.

Mother says that the baby looks *like* me.

*Me* is the object of the preposition *like*.

### Practice 10

In each sentence pick out the correct word or expression:

1. Harry doesn't work on Saturday — I do. (as, like)
2. Do you always punctuate your letters — you are taught in school? (as, like)
3. Grandfather can't sing — he used to. (as, like)
4. Some books will take you to foreign lands just — a ship does. (as, like)
5. My shoes looked — I had gone through a battle. (as if, like)
6. At the end of the first half it looked — Garfield Junior High would win the game. (as if, like)
7. On Christmas the French people do not have family feasts — we do in the United States. (as, like)
8. When Bob came out of the old house, he looked — he had seen a ghost. (as if, like)

*Because*

Which is right?

— we were hungry, dinner tasted good. (because, being that)

The conjunction *because* is correct.

*Being* is never a conjunction or part of one.

*Practice 11*

In each sentence select the correct word or expression:

1. — I can't swim, I didn't go out to the sand bar. (because, being that)

2. — I had a cold, I couldn't go in swimming. (because, being that)

3. — we could eat no more cherries, we started back to camp. (because, being that)

4. — you are my best friend, I am inviting you first. (because, being)

5. — the theater was crowded, I had to stand. (because, being)

6. — we all were hungry, I suggested going into the garden and eating some tomatoes. (because, being that)

*Mastery Test 7A — Correct Adjectives, Adverbs,  
Prepositions, and Conjunctions*

Select the correct or preferred word or expression, and on your answer paper write it after the number of the sentence: (Right - Wrong = Score)

1. *Beau Geste* is much — reading than *A Tale of Two Cities*. (easier, more easier)

2. "The Daffodils" is one of the — known poems in the English language. (best, most well)

3. Texas is larger than —— state in the United States. (any, any other)
4. Topsy is the —— intelligent of our two dogs. (more, most)
5. Kenneth read his report very —— . (good, well)
6. I —— am glad to see you. (sure, surely)
7. I won the tennis match —— . (easily, easy)
8. Ned's English is very —— . (good, well)
9. Peter Ronco played the violin very —— . (good, well)
10. John walked out of the room —— . (quiet, quietly)
11. Were you —— the meeting of the Science Club yesterday? (at, to)
12. When Miss Williams came —— the room, we were all smiling. (in, into)
13. Suppose there were five children and their mother had only four potatoes to divide —— them. (among, between)
14. Who sits —— you in the social studies class? (behind, in back of)
15. Tennyson was different —— the other boys in the school. (from, than)
16. If you work —— your father does, you will succeed. (as, like)
17. The story turned out differently —— what I expected. (from, than)
18. —— the car was large, the six of us had plenty of room. (because, being that)
19. —— I play the violin, I am in the school orchestra. (because, being that)
20. If anything can be —— than a fog at sea, it's a snow-storm. (worse, worsen)

***Mastery Test 7B — Correct Adjectives, Adverbs,  
Prepositions, and Conjunctions***

Select the correct or preferred word or expression, and on your answer paper write it after the number of the sentence: (Right - Wrong = Score)

1. Detroit has a larger population than — city in Michigan. (any, any other)
2. Which is the — of those two pencils? (harder, hardest)
3. Billy reads more than — boy in his class. (any, any other)
4. Is *Men of Iron* — than *Stickeen*? (better, more better)
5. The substance of the speech was very —. (good, well)
6. *Robinson Crusoe* is — book. (an excellent, a real good)
7. Helen didn't answer the question very —. (good, well)
8. Do you always speak —? (clear, clearly)
9. Our plans worked out —. (perfect, perfectly)
10. Two people often do the same job —. (different, differently)
11. We heard a rustle in the leaves — us. (behind, in back of)
12. One of the men jumped right — the water and saved Eleanor. (in, into)
13. Did you get *Goops and How to Be Them* — your brother? (from, off)
14. Yesterday I was — the circus. (at, to)
15. *Smart* means something different — *clever*. (from, than)
16. That summer I began walking on my hands and feet — a four-footed animal does. (as, like)
17. New York is not much different — Chicago. (from, than)
18. — it was dark, we couldn't see where we were going. (because, being that)
19. — I had no book, I couldn't study my hygiene lesson. (because, being that)
20. Which is the —, the rose or the chrysanthemum? (more beautiful, more beautifuler)



## SECTION 6

# EXPRESSING AN IDEA CLEARLY, CONCISELY, COMPLETELY

### Useless Words

“It’s smart to be thrifty” is the slogan of one of the largest stores in the world. It is a good slogan for a writer or speaker.

One way to improve a sentence or paragraph is by crossing out every unnecessary word — every word that has no useful work to do.

### *Double Subject*

A pronoun and its antecedent should not be used as subject of the same verb.

(Right) My sister went to New Mexico for her vacation.

(Wrong) My sister she went to New Mexico for her vacation.

(Right) The owner of the house was struck by a falling beam.

(Wrong) The owner of the house he was struck by a falling beam.

*She* and *he* should be omitted, because these words have no work to do in the sentences. *Sister* is the subject of *went*; *owner*, of *was struck*.

### *Useless Preposition*

Occasionally a preposition is carelessly repeated, has no object, has no work to do in the sentence.

(Right) Kenneth is a boy about nine years old.

(Wrong) Kenneth is a boy of about nine years old.

*Years* is the object of *about*; *of* is not needed.

(Right) At the assembly yesterday eighty-seven pupils were awarded scholarship pins.

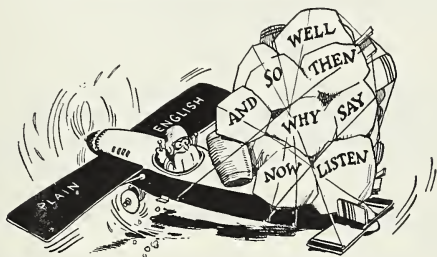
(Wrong) At the assembly yesterday eighty-seven pupils were awarded with scholarship pins.

*Pins* tells what they were *awarded*. *With* is a useless preposition.

(Right) To whom did you give the football?

(Wrong) To whom did you give the football to?

*To* has been carelessly repeated.



### *Other Useless Words*

In conversation show by a silence where each sentence ends; don't join your sentences with *and*, *so*, and *then*. Avoid beginning a sentence with a useless *well*, *why*, *now*, *say*, or *listen*. When explaining, don't ask repeatedly, "Do you see?" "See?" or "Do you understand?" The repetition of a word or expression soon becomes boring.

We all now and then say in ten words what we could express better in eight. An airplane will not rise if it

is overloaded. Likewise our English will not carry us far toward success if we overload our speech and writing with useless words. Let us practice throwing overboard every word that is not needed.

(Right) Harvey seems to lack will power.

(Wordy) Harvey seems to lack will power of the mind.

(Right) These abuses no longer exist.

(Wordy) These abuses no longer exist today.

(Right) I shall try to interest you in my experiments.

(Wordy) I shall try to attempt to interest you in my experiments.

### *Practice 1*

Correct the following sentences:

#### *Double Subject*

1. One girl she stood with her back to us.
2. The policeman he walked around the house.
3. The pirates they wasted the food on the ship.
4. This morning's paper it has a picture of Shirley Temple.
5. This Captain Blood he and a few others escaped from the island.
6. King Spruce he is one of the leading lumbermen.
7. Jack he was forced to go alone.
8. The opera singer she is feeding some geese in the pond.
9. This story it was about four big police dogs.
10. Adele she sent the picture to her mother.

#### *Useless Preposition*

11. The poems were written by a boy of sixteen years of age.
12. To what church do you belong to?
13. To whom did you speak to?
14. She is a girl of about five feet tall.
15. Where did he go to?

16. Before a large group of people the nephew breaks down and confesses of his crime.

17. Near the camp there was a cliff of about twenty feet high.

18. Bob's father was a tall, well-built man of about fifty years of age.

19. Her main pastime is in collecting European and South American stamps.

20. In front of an old house stands a tall boy of about twelve years of age.

### *Other Useless Words*

21. Lafayette at the age of sixty-seven years of age returned to the United States.

22. Another sense appealed to is that of hearing.

23. I haven't got any money left.

24. The article was written by a man by the name of Lieutenant Doyle.

25. Every article has attractive illustrated pictures.

26. Our classes in English are large in size.

27. Both the boys were friends.

28. Please send these articles to the above address and send them C.O.D.

29. The water supply is not adequate enough for a city of fifty thousand.

30. I have had my watch three years now.

### *Practice 2*

Read aloud three times the correct forms of the first twenty sentences in Practice 1.

### **Omission**

**Necessary words are sometimes omitted.**

(Right) Only two of the carpenters had graduated from junior high school.

(Wrong) Only two of the carpenters had graduated junior high school.

*School* is object of the preposition *from*, not of the verb *graduate*. One does not "graduate a school."

(Right) I hope to see you on Thursday afternoon.

(Wrong) Hoping to see you on Thursday afternoon.

A declarative sentence has a subject and a verb that makes a statement. A participle does not make a statement.

### *Practice 3*

In each sentence supply the needed word or words:

1. After graduating high school I intend to study designing.
2. I like junior high school very much and expect to graduate senior high school also.
3. I want off the car.
4. You ought to come down my home for Christmas.
5. When will your brother graduate elementary school?
6. Received your letter of March 14.
7. Hoping to hear from you soon.
8. My sister graduated high school last June.
9. Intending to finish it later.
10. Expecting to see you at the basketball game on Friday evening.

### **Misplaced Modifiers**

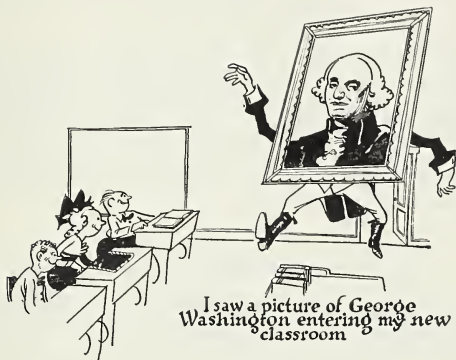
#### *Practice 4*

In each sentence what word does *only* modify? What does each sentence mean?

1. Only Jack saw two bears yesterday.
2. Jack only saw two bears yesterday.
3. Jack saw only two bears yesterday.
4. Jack saw two bears only yesterday.

A modifier is usually placed near the word it modifies.

Advertisements that break this rule are sometimes humorous.



(Right) Entering my new classroom, I saw a picture of George Washington.

*Entering my new classroom* modifies *I* and should be placed near this pronoun.

(Right) Woman wanted on twelfth floor to sew on trimmings.

(Wrong) Woman wanted to sew trimmings on the twelfth floor.

*On the twelfth floor* modifies *wanted* and should be placed near this word.

(Right) Girl with references wanted to take charge of baby.

(Wrong) Girl wanted to take charge of baby with references.

*With references* modifies *girl* and should be placed near this noun.

(Right) We met a kind-faced old man dressed in a ragged suit.

(Wrong) We met an old man with a kind face dressed in a ragged suit.

*Dressed in a ragged suit* modifies *man* and should be placed near this noun.

(Right) In the House of Commons Sir Andrew used to read detective stories concealed inside his hat.

(Wrong) Sir Andrew used to read detective stories in the House of Commons concealed inside his hat.

*Concealed inside his hat* modifies *stories* and should be placed near this noun.

### *Practice 5*

Improve the following sentences by placing modifiers close to the words modified:

1. The general nearly lost a thousand men.
2. We decided to only paint the porch floor this year.
3. I only stayed with my aunt for a month.
4. A young girl was standing at the front door in a blue gingham dress.
5. I picked up my trout very proudly by the tail.
6. She suffered from a severe cold during the night in the chest.
7. *Jim Davis* is a good book to read in more than one way.
8. We flew at about an elevation of three thousand feet.
9. Houdini made many jumps into rivers from bridges handcuffed.
10. On Thursday we learned about the pasteurization of milk in the civics class.
11. To every subscriber we will send a copy of O. Henry's stories free of charge, valued at five dollars.
12. His both parents were killed in an automobile accident.

## SECTION 7

### CAPITALIZATION

Do you know which words in a sentence to capitalize? Do you need to review this subject and to study it more carefully? Take the diagnostic test and find the answers to these two questions.

#### *Test 8A (Diagnostic) — Capitalization*

Capitalize the following sentences. If you omit a needed capital or insert a capital that is not needed, the sentence is wrong. A figure in parentheses shows how many capitals are needed in the sentence.

1. next fall i expect to enter boys' high school. (5)
2. what high school are you planning to enter?
3. an entertaining play, "ten minutes by the clock," was given last spring by our english class. (5)
4. do you belong to either the poetry club or the story club? (5)
5. west point is on the west bank of the hudson river. (4)
6. did captain miles travel west by the union pacific railroad? (6)
7. this tree was afterwards known as the charter oak.
8. we spend our summers in the west and our winters in the south. (3)
9. the first continental congress met in carpenters' hall in philadelphia, in september, 1774. (8)
10. the battle of bunker hill was fought during the revolutionary war. (6)



**Proper nouns, proper adjectives, and their abbreviations are capitalized.**

Thomas A. Edison	W. Va.	Great Britain	Jenny Lind
Spanish	English	French	German

The names of school subjects other than languages are not capitalized.

reading	arithmetic	geography	bookkeeping
spelling	algebra	history	typewriting

Proper nouns include —

1. Names of the days of the week, the months of the year, and the holidays (but not names of the seasons).

Tuesday	July	Thanksgiving Day	fall
Saturday	Labor Day	winter	summer

2. Geographical names — streets, avenues, lakes, rivers, oceans, mountains, countries, states, cities, railroads, etc.

Sixth Avenue	Columbia River	Seattle
Broad Street	Bighorn Mountains	Pennsylvania Railroad
Great Salt Lake	Atlantic Ocean	North America

3. The words *North*, *East*, *South*, *Northwest*, when they name sections of the country.

Henry Clay believed that the interests of the North, the South, and the West could be harmonized.

Jacksonville is north of Miami and south of Savannah. [In this sentence *north* and *south* denote directions.]

4. Historical events or documents.

Embargo Act	Constitution	Declaration of Independence
-------------	--------------	-----------------------------

5. Names of parts of our government.

Congress	Supreme Court	Health Department
Senate	Chicago Board of Education	Police Department

6. Names of political parties, religious sects, and races.

Baptist	Lutheran	Jew	Republican
Catholic	Scotch	Negro	Democrat

7. Names of churches, schools, and buildings.

Wilson Junior High School	First Methodist Church
University of California	Ford Building
Blair Academy	Singer Building

*Junior high school, school, high school, or college* within a sentence is capitalized only in the name of a particular school.

My brother attended a junior high school in New York, a senior high school in Milwaukee, and a college in Virginia.

8. Titles and words of family relationship when used before proper nouns, and such titles as *the President*, *the King*.

Colonel Lindbergh	Aunt Hilda
Uncle Floyd	Doctor Hutchins

*Mother, Father, Dad, Grandfather*, and similar titles may be written either with or without capitals.

There go Mother and Father.

There go mother and father.

There go my mother and father. [Small letter after pronoun.]

9. Titles of books, poems, stories, and compositions.

"The Coming of Lad"	<i>Indian Fights and Fighters</i>
"Win or Lose!"	<i>Guide to the Trees</i>

Notice that prepositions (*of, to*) and conjunctions (*and, or*) are not capitalized. *A, an, and the* are capitalized only when they begin titles.

10. Names given to God and names for the Bible and divisions of the Bible.

Psalms          Old Testament          Lord          Father Almighty

**Capitalize the first word of a sentence or a line of poetry.**

Come one, come all! this rock shall fly  
From its firm base as soon as I.

**Capitalize the first word of a quoted sentence.**

Barrie says, "Those who bring sunshine into the lives of others cannot keep it from themselves."

**In the greeting of a letter capitalize the first word and all nouns; in the closing capitalize the first word only.**

*My dear Dad,*  
*My dear Mr. Williams:*

*Very truly yours,*  
*Cordially yours,*

**Capitalize the words *I* and *O*.**

### ***Practice 1***

Capitalize the following. Give a reason for each capital. A figure in parentheses shows how many capitals are needed.

1. last year i studied geography, english, general science, and arithmetic in franklin junior high school. (7)
2. what junior high school are you attending?
3. a christmas party was held on december 15 by the press club. (5)
4. have you read "the land of the long night"? (5)
5. washington, the capital of the united states, is in the district of columbia. (5)
6. my home is at 38 west tenth street. (4)

7. when governor andros asked the people of hartford, connecticut, to surrender their charter, a patriot, captain wadsworth, seized the document and hid it securely in a hollow tree. (7)

8. we went south along the mississippi river to the city of memphis. (4)

9. for about three centuries before the mexican war, spain held claim to the territory in the far southwest. (5)

10. this year thanksgiving day comes on november 24. (4)

11. last summer we crossed the green mountains. (3)

12. is your father a republican or a democrat? (3)

13. dr. mace says, "but pinckney and monroe made so poor a treaty that the president put it in his pocket instead of sending it to the senate." (7)

14. dean chadsey says, "in the year 1791 the *columbia* under captain gray sailed up the west coast of the american continent to oregon." (8)

### *Practice 2 — Dictation*

Prepare to write from dictation the following composition. Turn to pages 341–342 to find out how to study for a dictation. Think why each capital is needed.

#### Who I Am

On June 12, 1924, I was born in Louisville, Kentucky. My father, Major James Wilson, was wounded in Belleau Wood during the World War. After the war Congress awarded him a medal for bravery in action.

During my third summer, while staying in the Great Smoky Mountains, I fell off a fence and broke my leg. Before Columbus Day I was able to walk again. The next spring my parents took me to Europe on the *Baltic*. In London I ran away from my mother on the morning of the Fourth of July and four hours later was found on Regent Street.

Just after I entered junior high school, my parents moved to Philadelphia. I am now a pupil in the Holmes Junior High School and expect to enter William Penn High School a year from next fall.

The subjects I like best are history, English, general science, and French. Three of my favorite books are "Rebecca of Sunnybrook Farm," "Tales from Shakespeare," and "Good Old Stories for Boys and Girls."

I belong to the Camp Fire Girls and the Art Club, and am captain of the punch ball team of Room 206. Next term I hope to join either the Travel Club or the French Club.

Have you mastered the rules of capitalization? What was your mark on the diagnostic test? How much higher will your mark on the mastery test be?

### *Test 8B (Mastery) — Capitalization*

Capitalize the following sentences. If you omit a capital that is needed or insert a capital that is not needed, the sentence is wrong. A figure in parentheses shows how many capitals are needed in the sentence.

1. do you prefer to live in the east or the west?
2. the student council regulates traffic in some junior high schools. (3)
3. david staver is studying agriculture in ohio state university. (5)
4. i like "the prince and the pauper" better than "boy life on the prairie." (7)
5. the adirondack mountains and the hudson river are in new york. (7)
6. roy andrews is working for the american museum of natural history. (6)
7. on the fourth of july we celebrate the signing of the declaration of independence. (5)
8. mr. henry c. marshall, principal of everett junior high school, columbus, ohio, visited our school on tuesday, march 22. (12)
9. when did congress provide for the beginning of an american navy? (3)
10. the empire state building is on thirty-fourth street west of fifth avenue. (8)

## SECTION 8

### PUNCTUATION

Which of the punctuation rules can you apply? Which do you need to study? Take this diagnostic test and find out what you know about punctuation and what you need to learn now.

#### *Test 9A (Diagnostic) — Punctuation*

Copy the following sentences neatly and punctuate them. Using too many marks is just as bad as using too few. Therefore if you either omit a needed punctuation mark or insert one that is not needed, the sentence is wrong. A figure in parentheses shows how many marks are needed in the sentence.

1. On July 4 1925 I was born in Denver Colorado (4)
2. The cat like the owl can see at night (3)
3. Charles Dickens the author of *Oliver Twist* is one of the greatest English novelists
4. Mr Williams hasnt come home from the office (3)
5. No Marion Spanish isnt a dead language (4)
6. The men tanned the deerskin the women cut it into breeches and coats and the girls sewed the leather into warm clothing (3)
7. Mrs Todd turned to Helen her oldest daughter (3)
8. Well heres the house (3)
9. Robert why were you absent yesterday (2)
10. The fire crackled in the big wood stove the water in the coffeepot was boiling (2)
11. I wish to go to bed now said the traveler Where is my room

12. How long have you been at home Lawrence (2)
13. Music said Liszt may be termed the universal language
14. Minnesota has an area of 84682 square miles and a population of 2566445 (4)
15. The jungles of South America on the contrary are far removed from civilization (3)
16. Dont you know that poem yet Louise (3)
17. Scotty is the best punter on the team said Coach Wilson
18. Two of my friends Charles and Eddie were in the car with me (3)
19. Then Silver advanced to the stockade threw over his crutch got a leg up and climbed on top of the fence (4 or 3)
20. Four foreign languages are Latin French German and Spanish (4 or 3)

### Period (.)

**1. A period is used after a declarative or an imperative sentence.**

A minute of care is worth an hour of repair.

Don't cross a street without looking in both directions for cars.

**2. The period is used after abbreviations and initials.**

A.M.

Messrs.

N. Y.

Mr. H. C. Bohack

### Comma (,)

**3. Set off by commas the name of the person addressed.**

Come here at once, Harold.

Certainly, Marie, we are coming to your party.

**4. As a rule, an appositive is set off by commas.**  
An appositive is added to a noun or pronoun to explain it and denotes the same person or thing.

Joe Davis, the captain of our basketball team, is nursing a sprained ankle.

Mark Twain, the author of *Tom Sawyer*, is considered our greatest American humorist.

Carol Bird, a little crippled girl, made a merry Christmas for the nine Ruggleses.

The comma is not used to set off brief, commonly used, closely connected appositives.

In the year 1936 I saw the poet *Robert Frost*.

Mrs. Conklin *herself* prepared the dinner for my brother Alan and me.

### *Practice 1*

Combine the two sentences in each group into one sentence containing an appositive. Draw a line under the appositive. Punctuate the appositive correctly.

#### *Example:*

Mount Kamet is the highest peak ever scaled by man. It is 25,447 feet high.

Mount Kamet, the highest peak ever scaled by man, is 25,447 feet high.

1. Jim Weaver is the tallest pitcher in the league. He stands six feet six inches.

2. Daniel Defoe wrote *Robinson Crusoe*. It is a story of adventures on an island.

3. St. Paul is the capital of Minnesota. It is situated on the Mississippi River.

4. Even Marion looked serious. She was the giggler of the class.

5. Tom Williams was slightly injured. He is captain of the team.

6. James Wolfe was the conqueror of Quebec. He was a gallant soldier.

7. Jim was a Boston boy of eighteen. He had been allowed to join Wolfe's expedition because of his ability to speak French.



8. Have you read about John Paul Jones? He was a naval hero of the Revolutionary War.

9. Marie was a big, bony girl with black hair. She rode a prancing horse.

10. Edith was the lighthouse keeper's daughter. She made coffee for the rescued crew.

### **5. Use the comma to separate items in a series.**

My mother asked me to go to the store and buy some cocoa, rice, and milk.

I saw the stranger enter the store, buy a loaf of bread, pay for it, and then sit down behind the stove.

Notice that in the preceding sentences a comma is used before *and*. It is correct either to insert this comma or to omit it.

When one *and* connects two words or two *ands* connect three words, no comma is required.

Paris and London are large and old and picturesque.

### **6. In an address or date each item after the first is set off by commas.**

On the morning of Friday, May 8, I saw oak trees in leaf.

On July 4, 1804, Nathaniel Hawthorne was born in Salem, Massachusetts.

### **7. An expression slipped into a sentence and loosely connected with the rest of the sentence is called parenthetical and is, as a rule, set off by commas.**

The donkey, like the cat, is sure-footed.

The hidden ball play, for example, is seldom used.

*Well, why, or now* at the beginning of a conversational sentence is commonly set off.

Why, I hardly know.

Well, I'll think over your suggestion.

8. Use the comma or the colon after the greeting of a friendly letter and the comma after the closing of any letter.

*Dear Jane,*  
*Dear Dad,*

*Yours truly,*  
*Affectionately yours,*

9. In numbers written in figures a comma separates the hundreds and thousands, the thousands and millions, etc.

Mississippi has an area of 46,865 square miles and a population of 2,009,821.

10. Place a comma after *yes* or *no* at the beginning of a sentence.

Yes, we spent ten days in Rome.

No, we did not go to Naples.

### Compound Sentences

11. As a rule, a comma is used between the principal clauses of a compound sentence if they are joined by a conjunction. Conjunctions used to connect the clauses of a compound sentence are *and*, *but*, *or*, *nor*, *so*, *yet*, and *while* (meaning *but*). In a very short sentence the comma may be omitted.

	and	
	but	
	or	
Principal clause	nor	Principal clause
	,	
	so	
	yet	
	while	

1. Josephine opened one brown eye, and Carroll lifted a reproachful gaze from her book.

2. The catbird has a very harsh cry, but it can also sing sweetly and mimic other birds.

3. You may delay but time will not. [No comma is needed in this sentence of seven words.]

**12. If there is no conjunction between the principal clauses, place a semicolon between them.** First, make sure that the sentence is compound. Then, if the principal clauses are not connected by *and*, *but*, *or*, *nor*, *so*, *yet*, or *while* (meaning *but*), use a semicolon between them.

Principal clause                      ;                      Principal clause

---

1. The isle was uninhabited; my shipmates I had left behind.

2. It is well to think well; it is divine to act well.

3. Indian children did not go to school; they obtained their education by watching their fathers and mothers at their tasks.

### Quotations

**13. Quotation marks enclose a direct quotation.**

**14. The comma is used to set off a short direct quotation unless a question mark or an exclamation point is needed.**

1. "Why don't you take your gloves off?" said the manager.

2. "Fine!" exclaimed Kate.

3. "Next Saturday we'll go over to the cave and hunt for treasure," said Everett.

In sentence 1 a question mark follows the quoted question; in sentence 2 an exclamation point is placed after the quoted exclamation; in sentence 3 a comma is placed after the quoted statement.

4. I said quietly to Dan, "That was fine!"

Here the quotation follows the introducing words. Notice the comma after *Dan* and the capital letter in *that*.

5. "I had two pet coons once," said Mr. Jarvis, "and I liked them."

6. "Come on, boys," called the leader, "around the fire."

When a quoted sentence is broken by an expression like *said Mr. Jarvis*, two pairs of quotation marks are needed. Notice that *and* in sentence 5 and *around* in sentence 6 begin with small letters. Note also that the quotation marks follow the commas and the periods.

7. "Scotty, those kittens are just too darling for anything," Grace cried. "Did they scratch you?"

What Grace said was two sentences:

Scotty, those kittens are just too darling for anything. Did they scratch you?

When you enclose two sentences in quotation marks, you still have two sentences. Put a period after introducing words placed between two sentences.

### *Practice 2*

Punctuate and capitalize these direct quotations. Give a reason for each punctuation mark or capital inserted.

1. What are you doing asked the old lady
2. Come on boys cried the leader again
3. And what came of it said Harry
4. What makes that girl look so queer asked Jeanette
5. What did Donald say about it Clyde asked

6. I think I understand said Marvin
7. There he is exclaimed one of the boys
8. Show me your driver's license said the policeman sternly
9. The coach came up to me and said why don't you hold the ball this way
10. Another day of rest won't hurt him said Captain Owen
11. I have to go home Francis said but I'll see you tomorrow
12. You're talking too much whispered Dad for one of your years
13. I suppose so answered Mildred your guess is as good as mine
14. I haven't found my history yet said Ethel but I'm still hunting for it
15. Why don't you like that name said Harvey it just suits you

### Titles

15. In compositions and letters, titles of plays, books, magazines, and newspapers are enclosed in quotation marks or underlined. In print they are usually italicized.

This year I have read *Adventures of Buffalo Bill* and *Baldy of Nome*.

16. Titles of chapters, articles, and short poems are enclosed in quotation marks.

Two of my favorite poems are "Sea Fever" and "The Highwayman."

### Apostrophe (')

17. In a contraction the apostrophe always takes the place of the omitted letter. *Is + not = isn't; does + not = doesn't; we + are = we're; let + us = let's.*

*Frequently Used Contractions*

aren't	hasn't	mustn't	we've
can't	haven't	she's	won't
couldn't	I'll	shouldn't	wouldn't
didn't	I'm	that's	you'd
doesn't	isn't	there's	you'll
don't	it's	wasn't	you're
hadn't	I've	weren't	you've

"What's the matter? Why aren't you going with us to the movies?"

"Oh, I don't like gangster pictures."

**18.** The possessive case of a noun always has an apostrophe; the possessive case of a personal pronoun never has an apostrophe. Watch these five pronouns: *its*, *hers*, *ours*, *yours*, *theirs*.

At my *uncle's* home I saw a *bird's* nest.

**19.** The apostrophe is used to form the plural of letters, figures, and signs.

There are four *s's* and four *i's* in Mississippi.

Your *6's* look like *0's* and your *7's* like *1's*.

**Exclamation Point (!)**

**20.** Use the exclamation point to mark an expression of strong feeling.

Three cheers for the team!

Great Scott! I can see some of our enemies on the top of that hill.

Oh, what a wonderful picnic it was!

Notice the comma after the interjection *oh*. An interjection which is a real exclamation is followed by an exclamation point.

## Question Mark (?)

21. The question mark is used after a direct question.

Have you read Gilbert's *More than Conquerors*?

What books did Louisa Alcott write?

### *Practice 3*

Copy the following sentences neatly, punctuate them, and place the number of the rule over each mark inserted. A figure in parentheses shows how many marks are needed in the sentence.

#### *Example:*

Robert Burns the Scotch poet was born on January 25 1759

Robert Burns<sup>4</sup> the Scotch poet<sup>4</sup> was born on January 25<sup>6</sup> 1759<sup>1</sup>

1. Sit down Marion for a while (3)
2. Mr Masons address is 117 Elm Street Omaha Nebraska (5)
3. No your answer isnt correct (3)
4. We gave the Salvation Army all the papers magazines dishes chairs and tables in the attic (5 or 4)
5. In 1930 Detroit the fourth largest city in the United States had a population of 1573985 (5)
6. Oh yes I know many of them (3)
7. The Emperor wore a cap pantaloons and a frock coat all of some kind of white drilling (4 or 3)
8. Lily Pons the opera star has a glorious voice (3)
9. On November 11 1918 the World War came to an end (3)
10. Then Mr Thompson my arithmetic teacher said Yes youre right this time
11. Mr James Cooke the magician will be the entertainer at the next meeting (4)

12. On September 22 1776 Nathan Hale was executed as a spy (3)
13. Daniel Boone the Kentucky pioneer endured many hardships (3)
14. Mrs Ash a visitor from Australia will tell about her native land (4)
15. Harry I need you immediately
16. Some bacteria are helpful to man others cause disease and rot his food (2)
17. Isn't that provoking said Mother
18. On May 26 1927 Lindbergh flew from New York to Paris (3)
19. Joan of Arc was patriotic brave and unselfish (3 or 2)
20. I'm going to see Louise tonight said Mildred
21. The population of Chicago is 3375329 (3)
22. The flood regions on the other hand were much farther south (3)
23. That old house like the big one with seven gables is haunted (3)
24. Yes that's true (3)
25. The air was clear and cool and the waters of the St Lawrence River danced in the sunlight (3)
26. There are no uninteresting things there are only uninterested people (2)
27. On a night in 1888 a dog homeless and hungry crept into the post office at Albany (3)
28. The roots of a plant push their way into the ground and the leaves turn themselves toward the sun (2)
29. Did Dot Bill and you visit your aunt in Takoma Park Maryland last summer (5 or 4)
30. About two o'clock I arrived at West Point the training ground of our future generals (2)

## WRITING FROM DICTATION

### How to Prepare a Dictation

1. Notice the division into paragraphs. Each speech in a conversation is in a separate paragraph.



2. Notice the capital and the period of each sentence. How many sentences are there?

3. Think why each punctuation mark is needed.

4. Look at the spelling of new and hard words.

5. Have someone dictate the stories to you. Correct your work with the book. When you make a change, think what your error was and how you will avoid making it again.

6. Know the selection so well that you will not have to ask for a single repetition when your teacher dictates it to you.

### Rules of the Game

In class write the passage dictated, then exchange papers, and with your book open place a number over every error:

Word omitted

Word added

Wrong word

Misspelling

Punctuation or capitalization error

Mistake in paragraphing

Mistake in the division of a word at the end of a line

No margin or a narrow margin

1. Count a misspelling two, and each other error one.

2. Omission of a pair of quotation marks is one error.

3. If a comma ends a sentence, omitting the period is one error, and beginning the next sentence with a small letter is another.

4. Each word omitted or added is one error; three words are three errors.

5. Failure to indent a paragraph or indenting in the middle of a paragraph is an error.

*Example of scoring:*

<sup>1</sup> Secretary of War Stanton was very angry, because an officer <sup>2</sup> had failed to carry out an order. "I believe <sup>5</sup> Ill sit down," <sup>7</sup> said Stanton "And give that man a peace of my mind. <sup>8</sup> <sup>9</sup> <sup>11</sup> <sup>12</sup>

<sup>13</sup> Do so, said Lincoln. "Write him now while you have it <sup>14</sup> <sup>15</sup> in mind. <sup>16</sup> <sup>17</sup> Make it sharp, cut him all up."

*Practice 4*

Prepare to write from dictation the following stories:

**When Stanton Was Angry**

Secretary of War Stanton was very angry because an officer had failed to carry out an order.

"I believe I'll sit down," said Stanton, "and give that man a piece of my mind."

"Do so," said Lincoln. "Write him now while you have it on your mind. Make it sharp. Cut him all up."

Stanton followed Lincoln's advice. He wrote an exceedingly severe rebuke.

"That's right; that's a good one."

"Whom can I send it by?" the Secretary wondered aloud.

"Send it!" said Lincoln. "Send it! Why, don't send it at all. Tear it up. You have freed your mind on the subject, and that is all that is necessary. Tear it up. You never want to send such letters. I never do."

**Jack London as a Musician**

Jack London on his last visit to New York was introduced to a talented musician.

"I, too, am a musician in a small way," London said. "My musical talent was once the means of saving my life."

"How was that?" the musician asked.

"There was a great flood in our town in my boyhood," replied London. "When the water struck our house, my father got on a bed and floated with the stream till he was rescued."

"And you?" asked the musician.

"Well," answered London, "I accompanied him on the piano."

### The Cowcatcher

Years ago Artemus Ward was riding on a slow train on a branch railroad.

While the conductor was punching his ticket, Artemus asked, "Does this railroad allow passengers to give it advice if they do so in a respectful manner?"

"I guess so," growled the conductor.

"Well," Artemus went on, "it occurred to me that it would be well to detach the cowcatcher from in front of the engine and hitch it to the rear of the train, for we are not likely to overtake a cow, but what's to prevent a cow's strolling into this car and biting a passenger?"

### Let Cleveland Have His Way

One rainy night President Cleveland, who had been hunting near Barnegat Bay, got lost from his party. He was cold, tired, and wet. Finally in his wandering he came to a house and banged at the door till a window went up.

"Who are you?" said a gruff voice.

"A friend," said Mr. Cleveland.

"What do you want?" came from the window.

"I want to stay here all night."

"Stay there, then."

The window went down with a bang, and Mr. Cleveland shouldered his gun and wearily resumed his journey.

### Edison

Thomas Alva Edison, the inventor of the incandescent electric lamp, the phonograph, and the moving picture

camera, was born in Milan, Ohio, on February 11, 1847, and died in West Orange, New Jersey, on October 18, 1931.

Edison was not considered a bright boy in school. In fact one of his teachers said that he was "addled," a fighting word in that country. Then his mother, a former teacher, took him out of school and taught him herself. His library, like that of Abraham Lincoln, consisted of very few books.

At the age of eleven Edison, having secured some books on chemistry, persuaded his mother to allow him a space in her cellar for a laboratory. At the age of twelve he became a train newsboy and sold newspapers, candy, and magazines to passengers. Then he moved his laboratory into the baggage car of the train. One day a stick of phosphorus was jarred from its shelf, fell to the floor, and burst into flames. Having saved the car, the conductor put Edison and his belongings off the train and boxed his ears so hard as to make him deaf for life.

### *Practice 5*

Write an anecdote that you have heard or read. Punctuate, capitalize, and paragraph correctly. Don't waste a word. Lead up to a point or climax.

Have you mastered the rules of punctuation you have studied? Can you apply them? The mastery test will show what you know about punctuation and how much you have learned this year. If you fail on any rule, study it and the examples again.

### *Test 9B (Mastery) — Punctuation*

Copy the following sentences neatly and punctuate them. If you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. A figure in parentheses shows how many marks are needed in the sentence.

1. Is this your work Herbert (2)
2. Mr Jackson our principal made a speech (4)

3. Mr and Mrs Miller arent at home (4)
4. In Bethlehem Pennsylvania we stopped for lunch (3)
5. When does the game begin Dad (2)
6. That isnt fish flesh or fowl (4 or 3)
7. Jack Scott like Monte Munn is the champion swimmer of his class (3)
8. No youre wrong again (3)
9. Well what are you going to do about it (2)
10. Emerson Hough the author of *The Covered Wagon* passed my house in his car
11. The quartet however consisted of a man a dog a cat and a canary (6 or 5)
12. Nathan Hale said I regret that I have but one life to give for my country
13. In one year New Jersey manufactured \$37382000 worth of soap and silk goods valued at \$215051000 (5)
14. Lets look for your fountain pen now said Jane When did you use it last
15. Not another man said Hannibal shall cross that river until those elephants are all safely over
16. The people of the Netherlands are extremely fond of patches and a heavily patched garment is a valuable possession (2)
17. Mr Wall our scoutmaster explained the game to us (4)
18. One night Emily Dot Bill and I decided to go to Glen Echo (4 or 3)
19. On October 17 1777 Burgoyne surrendered his whole army (3)
20. In the shade of a gnarled apple tree lay Robert there he slept the whole afternoon (2)

## SECTION 9

# BUILDING COMPLEX SENTENCES

## ADJECTIVE CLAUSE

A clause is a part of a sentence that has a subject and a predicate.

### What an Adjective Clause Is

How are the italicized clauses in sentences 2, 4, 6, and 8 used?

1. A *brave* boy does not run from danger. [The adjective *brave* modifies the noun *boy*.]

2. A boy *who is brave* does not run from danger. [The italicized clause modifies the noun *boy*.]

3. We live in an *old* house. [The adjective *old* modifies the noun *house*.]

4. We live in a house *which was built in 1890*. [The italicized clause modifies the noun *house*.]

5. In the spelling match Miss Sallee gave us *new* words. [The adjective *new* modifies the noun *words*.]

6. In the spelling match Miss Sallee gave us words *that we hadn't had in class*. [The italicized clause modifies the noun *words*.]

7. Barbara Griffith *of Room 207* tied for first place as the healthiest Girl Scout in the Lincoln Junior High School. [The adjective phrase *of Room 207* modifies the noun *Barbara Griffith*.]

8. Barbara Griffith, *who is in Room 207*, tied for first place as the healthiest Girl Scout in the Lincoln Junior High School. [The italicized clause modifies the noun *Barbara Griffith*.]

Because the italicized clauses in sentences 2, 4, 6, and 8 do the work of adjectives, they are called adjective clauses.

**An adjective clause modifies a noun or a pronoun.**

### Relative Pronoun

What does each underscored word do in the sentence?

1. Harry Gains read a letter which he had received from a schoolboy in India.

The relative pronoun *which* connects the adjective clause *which he had received from a schoolboy in India* with the noun *letter*. *Which* is used instead of *letter*. In other words, *letter* is the antecedent of *which*.

2. Columbus offered a prize to the sailor who should first sight land.

The relative pronoun *who* connects the adjective clause *who should first sight land* with the noun *sailor*. *Sailor* is the antecedent of *who*.

3. I saw sights that I cannot describe.

The relative pronoun *that* connects the adjective clause *that I cannot describe* with the noun *sights*. *Sights* is the antecedent of *that*.

**The relative pronouns *who*, *which*, and *that* attach adjective clauses to their antecedents.**

### Practice 1

1. In number 2 on page 347 what does *who* do in the sentence?

2. In sentence 4 what does *which* do?

3. In sentence 6 what is the use of *that*?
4. In number 8 what does *who* do in the sentence?

## How to Find an Adjective Clause in a Sentence

What is the adjective clause in each sentence?

1. Sousa, who was the conductor of a military band, wrote stirring marches.

Sousa wrote stirring marches  
           ↑  
who was the conductor of a military band

The adjective clause is in smaller type. The arrow shows what noun the adjective clause modifies. The simple subjects are underscored. There are two lines under a predicate verb.

2. Victor Herbert, who had a gift for melody, wrote light operas.

Victor Herbert wrote light operas  
                   ↑  
who had a gift for melody

3. This was a chance I had waited for.

This was a chance  
                                   ↑  
I had waited for

The relative pronoun *which* is omitted.

## Practice 2

In each sentence find (1) the principal clause, (2) the adjective clause, (3) the noun or pronoun the adjective clause modifies, (4) the simple subject and the verb of the principal clause, and (5) the simple subject and the verb of the adjective clause:



*Example:*

A dress that is becoming to one girl may look queer on another.

A dress may look queer on another

↑  
that is becoming to one girl

1. I was the only boy that could answer the question.
2. Have you a book that is "worth its weight in gold"?
3. Longfellow's father, who was a lawyer, had a well-chosen library.
4. I know two boys who eat too much.
5. There isn't much we can do. [The relative pronoun *that* is omitted.]
6. New Orleans is very proud of the flowers which it grows in great numbers.
7. Room 306 has six girls who made 100 per cent in every spelling test.
8. The Seven Years' War, which began in America, extended to Europe.
9. Friends like David bring out the best that is in one.
10. The chief purpose of the Dramatic Club, which meets every Thursday afternoon, is to produce plays.
11. One of the boys had a guitar, which he strummed softly.
12. There are always a few who make discourteous remarks about opposing players.

### Expanding Words or Phrases into Clauses

A sentence with an adjective clause is one kind of complex sentence.

Sentences of the same kind, whether long, short, simple, compound, or complex, are tiresome. Because everybody likes variety, one should learn how to build sentences of different kinds.

Occasionally one can express his ideas more clearly

and accurately by expanding a word or a phrase into a clause.

What is the italicized part in each of the following sentences?

1. They lived in a gray village *on the mountain side*.  
[Phrase.]

2. They lived in a gray village *that stood on the side of the mountain*. [Adjective clause.]

3. He told us a *humorous* story. [Adjective.]

4. He told us a story *that made us all laugh*. [Adjective clause.]

### Practice 3

In each sentence below expand the italicized word or phrase into a clause:

1. We saw the *golden-domed* Capitol.
2. Everybody admires a *trustworthy* boy.
3. Who admires a *lazy* boy?
4. Father raises vegetables *for New York City*.
5. I saw in the car two *red-faced* men.
6. Marion is a *cheerful* girl.
7. The colonel wore a *close-clipped* mustache.
8. The walls had oak panels *from floor to ceiling*.
9. There is a path *from the gate to the front door*.

### Reducing a Clause to a Word or a Phrase

“Cross out every unnecessary word” is one of the most important rules of composition. One way to save words is by reducing clauses to words or phrases.

### Practice 4

Save words by reducing each italicized adjective clause below to a word or a phrase:

*Example:*

In the park is a statue *that is made of bronze*.

In the park is a *bronze* statue.

1. A son *who acts foolishly* worries his mother.
2. They used axes *which were made of stone*.
3. In Syria an industry *which is important* is silkworm culture.
4. *We* is a book *that is very entertaining*.
5. Please send me the following articles *which were selected from your latest catalog*.
6. I went home and put on the clothes *that I wear to play football*.
7. She is a girl *who enjoys great popularity*.
8. Always have around a book *that is worth reading*.
9. No fault could be found with his English, *which was clear and lively*.
10. Two friends *who were with me* came loyally to my support.
11. The emerald is a stone *that is very valuable*.
12. Have you returned the book *which you borrowed?*

**Changing a Short Sentence to an Adjective Clause**

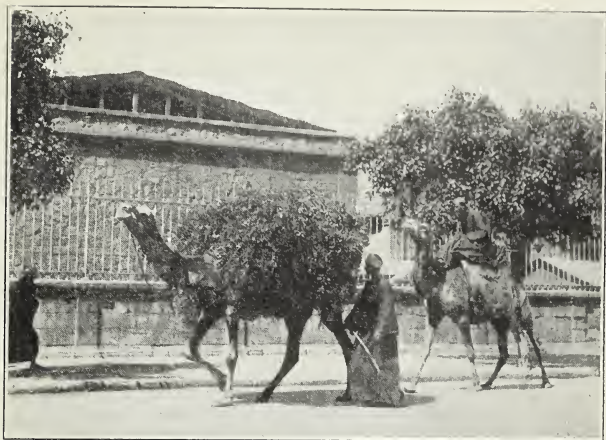
Often a complex sentence with an adjective clause is better than two short sentences.

(Complex) This picture, which shows a boy and his dog, appeared in the *Saturday Evening Post*.

(Poor) This picture appeared in the *Saturday Evening Post*. The picture shows a boy and his dog.

(Complex) The *American Boy*, which is only thirty years old, has a circulation of over three hundred thousand copies monthly.

(Poor) The *American Boy* is only thirty years old. The magazine has a circulation of over three hundred thousand copies monthly.



A STREET SCENE IN CAIRO, EGYPT

### *Practice 5*

Using the ideas and most of the words in the two sentences after each number, write one good sentence with an adjective clause. One of the short sentences will become an adjective clause modifying a noun in the other sentence.

1. My brother was working in the garage. He was the only one at home.

2. At the age of four I had a party. This party I shall never forget.

3. Columbus in his youth helped his father. Columbus's father was a wool-comber.

4. Be sure to inquire about the health of Mr. Norton. He has recently been sick.

5. One of our early writers was Benjamin Franklin. Franklin for years published *Poor Richard's Almanac*.

6. Then we came to Granite Hill. It rises out of green meadows.

7. Lemons, oranges, and grapefruit are raised in the South. These fruits need long, hot summers.

8. George Merry suddenly became silent. George is usually the most happy-go-lucky of the party.

9. The hunter lived in a cabin in the woods. This cabin had only a table, two chairs, and a bed in it.

10. Soon the horses met us. We had telephoned ahead for them.

11. The next morning we went to the Toronto exhibition. The grounds of this exhibition cover three hundred acres.

12. Soon Marjorie Dawes came running in. We had waited a half hour for her.

### Correct Relative Pronoun

#### *Who, Which, That*

##### ***Who* refers chiefly to persons.**

Happy is *he who* can leave winter behind for colorful Bermuda.

##### ***Which* refers to animals or things.**

1. That big brown *bear which* is taking a bath is very playful.

2. Have you seen the *camera* on a pole *which* can be snapped from the ground?

##### ***That* refers to persons, animals, or things.**

1. The *boy that* took my cap by mistake returned it.

2. The *horse that* you are riding doesn't like engines.

3. Where is the *machine that* seals the cans?

#### ***What***

***What* is a relative pronoun which never has an antecedent.**

(Right) *The Covered Wagon* is a tale of pioneers *who* made their way to Oregon.

(Wrong) *The Covered Wagon* is a tale of pioneers *what* made their way to Oregon.

### *Who, Whom*

*Who*, the nominative form, may be the subject of an adjective clause.

No man is worthy to rule *who* doesn't know how to obey.  
[*Who* is subject of the verb *does know*.]

*Whom*, the objective form, may be the object of a verb or a preposition in the adjective clause.

1. The new captain is Harry Roversi, *whom* you don't know. [*Whom* is object of the verb *do know*.]

2. Gerald is the boy with *whom* I played tennis yesterday.  
[*Whom* is object of the preposition *with*.]

### *Practice 6*

Fill each blank with the correct or preferred pronoun. Give a reason for your choice.

1. *Little Women* is a book — I shall not forget. (what, which)

2. Marie has a ring — her mother bought for her in Naples. (what, which)

3. It was the music — made the horse run away. (that, what)

4. Mark Twain tells about a man — he calls the Connecticut Yankee. (which, whom)

5. Alleyne marries Lady Maude, — he loves greatly. (which, whom)

6. That is the boy — won the medal. (what, who)

7. That is a movie — I should like to see. (what, which)

8. Do you like the voices of the children — are singing outside? (which, who)

9. Trader Horn and his hunters, — numbered about ten, set out together. (which, who)

10. I have two friends — everybody likes. (which, whom)

11. Mr. Cassin married a girl — owned an apple orchard. (which, who)

12. Ali Baba was in love with a girl — was very poor. (which, who)

13. I went to the office of the manager, — told me to see his secretary. (which, who)

14. It was my uncle — I had not recognized in the dark. (who, whom)

15. They are the boys — I saw at the game. (who, whom)

16. Our only guest was Joe Hanna, — I met at camp last summer. (who, whom)

17. The boy — defeated me is Fred Jarvis. (who, whom)

18. The boy — I defeated is Harvey Wagner. (who, whom)

### Subordinate Clause and Complex Sentence

*Subordinate* means of lower rank. A subordinate clause is used like a noun, an adjective, or an adverb. It is lower in rank than a principal clause. As a rule, a subordinate clause does not make complete sense when removed from its sentence.

The Girls' and Boys' Glee Clubs, *which consist of sixty girls and twenty-seven boys*, are preparing to present the operetta *Miss Cherry Blossom*.

The school cadet parade, *which is composed of all the high school boys in the city*, will pass before the reviewing stand at City Hall.

The italicized subordinate clauses are used like adjectives and do not make complete sense when removed from the sentences.

A complex sentence has one principal clause and one or more subordinate clauses. In other words, a sentence with an adjective clause, an adverb clause, or a noun clause is complex.

## ADVERB CLAUSE

### What an Adverb Clause Is

How are the italicized clauses in sentences 2, 4, 6, and 8 used?

1. We started *early*. [The adverb *early* modifies the verb *started*.]

2. We started *before the sun rose*. [The italicized clause modifies the verb *started*.]

3. We came home *late*. [The adverb *late* modifies the verb *came*.]

4. We came home *after the sun had set*. [The italicized clause modifies the verb *came*.]

5. Herbert talks *rapidly*. [The adverb *rapidly* modifies the verb *talks*.]

6. Herbert talks *as if he were in a hurry*. [The italicized clause modifies the verb *talks*.]

7. We took our seats *promptly*. [The adverb *promptly* modifies the verb *took*.]

8. We took our seats *when the bell rang*. [The italicized clause modifies the verb *took*.]

Because the italicized clauses in sentences 2, 4, 6, and 8 do the work of adverbs, they are called adverb clauses.

Most adverb clauses modify verbs; some modify adjectives and adverbs.



## How to Recognize an Adverb Clause

On page 357 *before*, *after*, *as if*, and *when* connect the subordinate clauses with the principal clauses.

**A subordinate conjunction connects a subordinate clause with a principal clause.**

Commonly used subordinate conjunctions are —

after	before	provided	though	whenever
although	for	since	till	where
as	how	so that	unless	whether
as if	if	than	until	while
because	lest	that	when	why

An adverb clause —

- (1) has a subject and a predicate;
- (2) modifies a verb, an adjective, or an adverb;
- (3) commonly begins with a subordinate conjunction.

Find the adverb clause in each sentence:

1. Because the game was played on the home court, Roosevelt Junior High had a large and enthusiastic crowd.

Roosevelt Junior High had a large and enthusiastic crowd

↑  
Because the game was played on the home court

The adverb clause is in smaller type. The arrow shows what word the adverb clause modifies. The simple subjects are underscored. There are two lines under each predicate verb.

2. When Virginia appeared with a mysterious box tucked under her arm, there was much speculation as to the contents.

there was much speculation as to the contents

↑  
When Virginia appeared with a mysterious box tucked under her arm

3. The House sat in silence while the final vote was cast.

The House sat in silence  
                                   ↑  
                                   while the final vote was cast

### Practice 7

In each sentence find (1) the principal clause, (2) the adverb clause, (3) the word the adverb clause modifies, (4) the simple subject and the verb of the principal clause, and (5) the simple subject and the verb of the adverb clause:

#### Example:

1. When the white man came, the Indian was using stone for his weapons.

the Indian was using stone for his weapons

                                  ↑  
 When the white man came

1. When it grew dark, the stars shone bright.
2. We can stand very high temperatures if the air is dry.
3. When you cough, the spray with its germs may go several feet.
4. If you have to cough, turn your head to one side.
5. Although the No-Tobacco Club is the newest in the school, Room 212 is too small for all its members.
6. When a member uses tobacco, a red line is drawn through his name.
7. While we sat by the fireplace with our faces burning and our backs freezing, we read stories to each other.
8. Carlotta and Julia danced gleefully around the kitchen until they were out of breath.
9. The telephone passed through many changes before it became a success.
10. If you have poor eyes, what occupation should you avoid?

11. Should the neighborhood be made ugly because you want some "fun"?

12. No one can be an aviator unless he can look down from great heights without getting dizzy.

### Punctuation

**If the adverb clause is at the beginning of the sentence, put a comma after it.** If the clause is very short, the comma may be omitted.

As I rode into the city, the air was fragrant with the delicate perfume of roses and narcissi.

Before an hour had gone by, I had seen nearly all my old friends.

No comma, however, is placed after a prepositional phrase at the beginning of a sentence.

Before dinner I play baseball or football.

For five years we lived in Santa Barbara.

### *Practice 8*

Six of the following sentences begin with adverb clauses. Place a comma at the end of each clause. Four begin with prepositional phrases. Do not place any mark after the phrase. Remember that a clause has a subject and a verb and that a preposition has an object.

1. After supper I would sprawl out on the sleeping bag a while.

2. After the thunder shower passed over the mountain the air was clear and cool.

3. When you begin to play golf learn the etiquette of the game.

4. When you water your garden or lawn soak it thoroughly.

5. With a very small army and a few ships the United States entered the greatest war in history.

6. Though his father was prosperous James was taught to work.

7. Before nine o'clock I was in dreamland.

8. Before we reached the top of Mount Washington it began to rain.

9. Since the first of October I have seen two football games.

10. Since that is the case I shall go.



*J. E. Haynes*

#### ON GUARD

### Changing a Principal Clause to an Adverb Clause

One way to improve a letter or composition is by changing compound sentences with *so* to complex sentences.

(Complex sentence) When day after day passed with nothing to be seen but water, Columbus's sailors became restless.

(*So* sentence) Day after day passed with nothing to be seen but water, so Columbus's sailors became restless.

(Complex sentence) As the final score was 12 to 12, the game was neither a victory nor a defeat for us.

(*So* sentence) The final score was 12 to 12, so the game was neither a victory nor a defeat for us.

### *Practice 9*

Make each sentence complex by changing a principal clause to an adverb clause:

1. I was tired, so I went to bed early.

2. Fishing in the bay was not good, so we decided to go over to Oak Island.

3. Mother didn't want me to stay in the big house alone, so I went with her to the lecture.

4. The score was 9 to 2 in our favor, so we thought the game practically won.

5. In 1936 the company transferred my father to Boston, so we moved to that city.

6. Mother is not well, so I must hurry home from school.

7. I was fond of reading, so most of my weekly allowance was spent on books.

8. My parents don't want me to play football, so I shall not go out for the football team.

9. Elizabeth kept us waiting fifteen minutes on Thursday, so we did not invite her to ride today.

10. The cottage seemed cold, so I started a fire in the kitchen stove.

### *Practice 10*

What have you done, seen, heard, or read outside of school within a week? What do you see in the pictures on pages 353 and 361? As answers to these questions write ten complex sentences each of which contains an adjective or an adverb clause. Draw a solid line under

an adjective clause and a dotted line under an adverb clause.

### Examples:

1. When I started to school this morning, the tide was coming in.
2. In colonial days the boy or girl who did not pay tuition was regarded as a charity student.

## NOUN CLAUSE

### What a Noun Clause Is

See how noun clauses are used:

1. I don't know the *answer*. [The noun *answer* is the object of the verb *do know*.]
2. I don't know *what the answer is*. [The italicized noun clause is the object of the verb *do know*.]
3. His *speech* was entertaining. [The noun *speech* is the subject of the verb *was*.]
4. *What he said* was entertaining. [The italicized noun clause is the subject of the verb *was*.]
5. The chief cause of Harold's failure in history is *laziness*. [The noun *laziness* is the predicate nominative of the verb *is*.]
6. The chief cause of Harold's failure in history is *that he hates to study*. [The italicized noun clause is the predicate nominative of the verb *is*.]

**A clause used like a noun is called a noun clause.**

### Four Uses of Noun Clauses

(Subject) *What can't be cured* must be endured.

(Direct object of verb) He wondered *how long he could bear the cramp in his legs*.

(Predicate nominative) My belief is *that he will succeed*.

(Appositive) It is my belief *that he will succeed*. [The noun clause is in apposition with *it*.]

### Practice 11

Find the noun clause in each sentence and tell how it is used:

#### Examples:

1. Do you think that the radio will displace the telephone?  
*that the radio will displace the telephone* — noun clause used as the direct object of the verb *do think*

2. That the earth is round has been proved.  
*that the earth is round* — noun clause used as the subject of the verb *has been proved*

1. I know what you mean.

2. I wonder whether that bridge is safe.

3. I wish we could go to a camp like that.

4. What Mr. Young said was worth remembering.

5. He didn't say what he was afraid of.

6. I do wish you were coming.

7. I knew where Father kept the key.

8. In the blinding snowstorm I couldn't see where I was going.

9. Do you know where Cyprus is?

10. My reason for not joining the Dramatic Club is that I belong to two clubs.

11. My belief is that Carl will win the story prize.

12. One of the boys told us that he had seen the tracks of the bear.

### Practice 12

What have you learned in school within a week? As an answer to this question write five interesting sentences with noun clauses.

## SECTION 10

### SENTENCE SENSE

Do you always know where to put capitals and periods? Can you tell whether a string of words is a sentence fragment, a sentence, or two sentences?

#### *Test 10A (Diagnostic) — Sentence Sense*

##### *Examples:*

1. A cold wind from the lake made it hard for Pritchard to control his curves the players of both teams did well to hold the ball at all

2. The business section of a large city

##### *Answers:*

1 — 2

2 — 0

The 1 — 2 shows that number 1 is two sentences. The 0 indicates that number 2 is not a sentence.

#### THE TEST

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a dash between the number of the example and the answer.

1. When we arrived at the home of my uncle in Mobile
2. Work carefully
3. Be ready to leave in fifteen minutes without the rest knowing do you hear
4. Watson having dropped in to see his friend Sherlock Holmes



5. Jordan enjoyed cutting wheat and making maple sugar but did not enjoy hoeing potatoes or picking stones

6. The trees swaying in the breeze crickets chirping frogs croaking and other insects making queer noises

7. A man with a rifle in the hollow of his arm ready for instant action

8. The meat was done where was the plate

9. Thanking you again for the good times I enjoyed

10. Even when Nolan ate he was watched very carefully

11. Neither side scored in the fourth quarter the game ended with the ball in Hamilton's possession on their twenty-yard line

12. One day last summer we boys decided to go camping each fellow was to bring a can of beans and as many potatoes as he could eat we planned to leave at seven o'clock Saturday morning and come home about six-thirty that night

13. Have you seen *Get-Rich-Quick Wallingford* I almost died laughing at it

14. At last back to the dear old house where it is very warm and dry

15. A week before the party we had planned everything I was to bring the ice cream and cake Marjorie the candy and lemonade and Doris the sandwiches

16. A city archery contest will be held on the high school campus on November 19 anyone in any of the five intermediate schools may enter

17. Harry Gains included in his talk the reading of a letter which he had received from a schoolboy in India

18. I to take a nap and my mother to read the paper or a book

19. The counselor said that's a rattlesnake boys

20. Last Friday and Saturday the Choral Society at school gave the *Mikado* a Gilbert and Sullivan opera Father Mother and I went and thoroughly enjoyed it

### A phrase has neither subject nor predicate.

It will be fine (1) to have clam broth (2) for supper (3) with some (4) of the potatoes (5) brought in today

(6) from the patch (7) on the hillside. [There are seven phrases in the sentence. 2, 3, 4, 6, and 7 are prepositional phrases.]

**A clause has a subject and a predicate.**

(1) Two thousand miles is about as long a flight (2) as a bird can make. [1 is the principal clause; 2 is an adverb clause. The simple subjects are underscored; there are two lines under the predicate verbs.]

**A sentence or a principal clause contains a subject and a predicate and needs no introductory word.**

(1) We were late in arriving; (2) the class had already begun work. [1 and 2 are the principal clauses of the compound sentence.]

**A subordinate clause, except a direct quotation, has an introductory word either expressed or understood.**

Relative pronouns and subordinate conjunctions introduce subordinate clauses. The commonly used relative pronouns are *who*, *which*, *what*, and *that*. On page 358 is a list of subordinate conjunctions.

1. *When we started to school in the morning*, the larks were rising from the meadows. [The subordinate clause is italicized. The subordinate conjunction *when* is the introductory word.]

2. It was hard to have to throw back into the sea the fine fish *that we had taken hours to catch*. [The relative pronoun *that* is the introductory word.]

**A sentence makes complete sense — really says or asks something — when standing alone; a subordinate clause, as a rule, does not.**

(Sentence) Samoset showed the Pilgrims how to plant corn.

(Subordinate clause) that they have the sole right to the fur trade with the Indians

(Subordinate clause) when there were some other towns near Plymouth

(Subordinate clause) which in his opinion belonged to the Indians

### *Practice 1*

Which of the following are phrases? Subordinate clauses? Sentences?

1. Because our baseball team won the city championship.
2. After winning the championship of the city by defeating Lee Junior High School by a score of 3 to 2.
3. Last year our baseball team won the city championship.
4. Dressed in the colorful clothing of the colonial period.
5. In colonial days men wore silks, satins, laces, ruffles, and embroidery.
6. When men rivaled women in the splendor of their costumes.
7. On Friday evening the students of Shallow Junior High School presented *Pinafore*.
8. Presented by students of Shallow Junior High School of Brooklyn, New York.
9. Although all the actors and singers were junior high school pupils.
10. Seen from an airplane flying at an altitude of 14,000 feet.
11. Just as the great volcano began to belch forth smoke and flames.
12. We saw Stromboli hurling firebrands into the black sky.
13. Which he hopes to excel next summer by reaching a depth of half a mile.
14. Dr. Beebe has just returned from an exploring trip to the bottom of the sea.
15. Exploring the bottom of the sea a quarter of a mile below the surface.

### Sentence Fragment

Pupils sometimes incorrectly use periods and capitals for incomplete sentences or sentence fragments. After reading a sentence fragment, one just naturally says, "Well, why doesn't he say something?" A sentence fragment leaves the reader waiting to hear what happened.

There are three important kinds of sentence fragments.

#### *No Verb*

(Right) Some friends of ours live on Main Street, two blocks north of the Wellington Hotel.

(Wrong) Some friends of ours live on Main Street. Two blocks north of the Wellington Hotel.

There is no verb in *two blocks north of the Wellington Hotel*. Hence this sentence fragment should be added to the preceding sentence.

(Right) One hot day about the middle of July my brother and I went to Long Beach for a swim.

(Wrong) One hot day about the middle of July. My brother and I went to Long Beach for a swim.

There is no verb in *one hot day about the middle of July*. Hence this sentence fragment should be added to the following sentence.

#### *Practice 2*

What is the sentence fragment in each of these? Correct.

1. In an hour in the blackberry patch we had filled the four containers. Namely, two pails and two stomachs.

2. Wheat, oats, and corn are raised on the farm. Also potatoes.

3. I enjoy studying the parts of the motor. And also the construction of the body of the car.

4. One early spring day I saw a bud on one of the rose-bushes. A small pink, sweet thing.

5. First I went to my aunt's house and sold four. Then to the mothers of my friends.

6. In the distance was the church. In the foreground the bay.

7. *Log of a Cowboy* tells about cowboy life on a ranch. Also about a great cattle-drive from Texas to the North.

8. In general science we studied the radio. Not thoroughly of course.

### *Ing and To*

The *to* form of a verb does not make a sentence. By itself the *ing* form of a verb does not make a statement.

(Sentence) The trees were swaying in the breeze.

(Sentence fragment) The trees swaying in the breeze.

The second is a sentence fragment; *swaying* does not make a sentence. The first is a sentence; the verb *were swaying* makes a statement.

(Right) Our junior high school specializes in certain subjects and thus gives a boy a chance to learn a trade.

(Wrong) Our junior high school specializes in certain subjects. Thus giving a boy a chance to learn a trade.

The second part of the wrong example is a sentence fragment, because *giving* and *to learn* do not make statements. In the right sentence the verbs *specializes* and *gives* make statements.

### *Practice 3*

Correct the following. In each of your sentences underline a verb that makes a statement.

*Example:*

Hoping to hear from you soon.

I hope to hear from you soon.

1. Thanking you for taking an interest in me.
2. Many people standing on the dock cheering.
3. When I had answered the telephone, I went out to play. Forgetting to take the key with me.
4. We landed at Curtiss Field. Having made the trip from Leeds, New York, in an hour and a half.
5. Having overheard a conversation between a salesgirl and a young woman.
6. Having told me not to let the boat drift into the marsh. Father began fishing.
7. She did many things for the wounded. Such as getting medicine and bandages.
8. Seeing the fire engines dashing down the street. I thought I'd find out where the fire was.

*Subordinate Clause*

Most sentence fragments have verbs that make statements. These verbs, however, are in subordinate clauses, and the sentence fragments do not make sense when standing alone.

(Right) You can help by becoming a member of the General Organization, which supports all the school teams and clubs.

(Wrong) You can help by becoming a member of the General Organization. An organization that supports all the school teams and clubs.

Although *an organization that supports all the school teams and clubs* has in it the verb *supports*, the expression does not make complete sense when standing alone. The verb is in the adjective clause introduced by the relative pronoun *that*. There is no principal clause.

(Right) I hope that it will not be too much bother to mail my sweater to me.

(Wrong) Hoping that it will not be too much bother to mail my sweater to me.

The verb *will be* is in the noun clause introduced by the conjunction *that*. There is no principal clause.

(Right) I always enjoy skating even if I fall now and then.

(Wrong) I always enjoy skating. Even if I fall now and then.

Although the expression *even if I fall now and then* has in it the verb *fall*, it does not make sense when standing alone. It is an adverb clause introduced by the subordinate conjunction *even if*.

### *Practice 4*

What is the sentence fragment in each of the following? How do you know? Correct. If necessary, supply a subject and a predicate to make a principal clause.

1. One day while Ali Baba was in the forest cutting wood. He saw in the distance a cloud of dust rising.

2. Men standing around as I walked down the hall.

3. I hope that you will have a happy Christmas. And that Santa Claus will be good to you.

4. Byrd thinking that they had reached Paris and were at the end of the flight.

5. One of the lifeguards saw me and pulled me out of the water. Just as I was going down for the third time.

6. Jim Larkins was a good friend. One whom I shall never forget.

7. Into the office of the newspaper he strode. The father of the girl who had been injured in the automobile accident on Roosevelt Parkway.



8. Our teacher said that our books cost money. And that other boys and girls are going to use them when our class has finished with them.

9. Wordsworth uses simple words. Words people of ordinary intelligence can understand.

10. The supper was neither good nor plentiful. A glass of water, a bowl of porridge, and a piece of dry, hard bread.

### Comma Sentence

If the clauses of a compound sentence are joined by a conjunction (*and, but, or, nor, so, yet, while* meaning *but*), a comma is, as a rule, placed before the conjunction.

The majority of the colonists were English, and their common language was English.

If a conjunction is not used between principal statements, either a semicolon separates them or a period and a capital are needed.

One can never tell; strange things do happen.

The old sailor looked like a crazy man. He had a long gray beard and gray hair.

If a sentence ends with a comma or no punctuation mark and the next one begins with a small letter, the error is called a comma sentence. This error, like the sentence fragment, is a black blot on writing, because it shows inability to recognize a sentence.

(Right) I am learning to swim. By next summer I expect to be able to swim the length of the pool.

(Comma sentence) I am learning to swim, by next summer I expect to be able to swim the length of the pool.

A period is needed at the end of the first sentence. The subjects are underscored; there are two lines under the predicate verbs.



(Right) When you get off at Brooklyn Manor, walk east about a half block. When you come to the first street, turn left and go up this street till you come to a brown house.

(Comma sentence) When you get off at Brooklyn Manor, walk east about a half block when you come to the first street turn left and go up this street till you come to a brown house.

A period should be placed after *block*, because that is the end of the first sentence. The principal clause of the first sentence is *walk east about a half block*. *You* understood is the subject; *walk*, the verb.

### Practice 5

Place a period at the end of the first sentence, and capitalize the first word of the second sentence.

1. My brother and I started to run, we did not stop until we were far away from the hornets' nest.

2. I decided to stay at home and wait for my brother, it was getting quite dark.

3. That day we lost our thermos bottle, someone carelessly left it on the running board of the car.

4. I think John Muir would make a good companion, his talk about birds and flowers would interest me very much.

5. Do not bother about bringing any food, because we are well supplied, bring a blanket and a knapsack.

6. Helen went into the house and saw William Wilkins, as soon as she saw him she felt very much upset.

7. When the signal was given, each of us struck the match and lit his shavings, my shavings seemed to catch fire very easily.

8. It is no fun to be poor it just will not seem like Christmas with Daddy away from home and without Christmas gifts.

9. An elderly man looked out of the window and asked David what he wanted, David hardly knew what to say.

10. Very seldom was Nolan permitted to converse with the officers, when he talked with them, he was always watched.

11. After inspection we got ready for the trip we put on our camp uniforms, which consisted of white ducks, blue sweater, orange tie, white waist, and shoes.

12. General Braddock was one of the first to fall and was mortally wounded after this Washington took command and with the aid of the backwoodsmen saved the British.

13. The aviator taxied down the field, slowly at first but faster and faster finally the plane left the ground and we were off on our first airplane flight.

14. A wicked-looking man tried to put a rope around Buck's neck, but Buck bit his hand, after quite a struggle he finally tied Buck and put the big dog into a cage.

15. Here they keep alligators of all sizes, the oldest is between seven and eight hundred years of age and weighs 1,025 pounds.

16. On August 2 we started home as the trip was too long for one day, we spent the night in Hudson.

17. The club is composed of twenty-five girls, four of them, Betty, Irene, Julia, and Gerry, you already know.

18. John and I visited Uncle Herbert during the Thanksgiving vacation, Marion is growing like a weed and is able to walk now.

19. We tried to open a window, but neither could budge it, by this time we were both drenched to the skin.

20. One day Edison had a large bottle of phosphorus on the table the train came to a sudden stop, and the bottle of phosphorus fell to the floor and set the car on fire.

### *Practice 6*

Punctuate and capitalize this story as you copy it. Be sure to place a period at the end of a declarative or an imperative sentence and to begin a sentence with a capital.

## 1. My Most Exciting Ride

When I was at camp a couple of years ago I took my first horseback ride the horse I rode was named Violet but she didn't appear to resemble one either in size or in disposition there was an awfully funny thing about that horse she looked like an ordinary horse at a distance but when the instructor had helped me to my seat in the saddle the ground was too far way for my peace of mind the horse turned her head and stared at me and then as if dissatisfied with what she saw kicked up her heels I almost went over her head but hastily regained my seat.

Then the thought came into my head that I had to ride this animal for one whole half hour I almost collapsed the instructor took hold of the reins and walked the horse around the ring a few times then he said keep on going and went to help someone else the horse stood still I gave her a slap with the reins and she started to trot I bounced all over yelling whoa and tugging at the reins the horse stopped so suddenly I almost fell off I decided I'd had just about enough and slid off the ground never felt so good to me as at that moment

— PUPIL

### *Practice 7*

Indicate as follows the beginning and the ending of each sentence in the following story:

On . . . . Field.

When . . . us.

We. . . . in.

## 2. My Most Exciting Ride

On a windy day in November, Father, Wesley, and I drove out to Roosevelt Field when we arrived a large plane was waiting for us.

We climbed in Wesley and I sat directly behind the pilot and Father in the rear a man now closed and locked the door the pilot sped up the motor the blocks were pulled away from

the wheels and he taxied down the field he turned the plane around and opening the throttle sped over the field against the wind he then pulled the stick back and we rose into the air we went up to an altitude of about fifteen hundred feet and then leveled off the air was quite bumpy as the seats were low it was necessary to put my chin on the window sill suddenly the plane dropped a few feet and then rose again giving me a smart rap on the chin.



A STREETCAR IN ALBANIA

This gray horse furnishes all the power for the streetcar company of Valona in Albania.

Far below us we could see roads with tiny automobiles moving along them we had no idea where we were going but could see the skyline of New York in the distance directly over the city was what looked like a huge cloud split in two with the sun shining through the split we now passed over a golf course the familiar sand traps looked like the footsteps of a giant we turned a little to the left and by chance flew directly over my house I was positive that I could have hit it with a rock from a third of a mile in the air it looked like a doll's house

We followed the railroad back toward the flying field

below we saw a locomotive speeding along but to us it apparently crawled soon we were at Roosevelt Field again the pilot dove toward the ground then banked until the wing almost touched the ground and then leveled out and made a perfect three-point landing we taxied up to our starting point a man unlocked the door and our twenty-minute flight was over

I have taken several airplane rides since then with Father and Wesley in the regular planes that fly between New York and Boston and hope to take a great many more but none will ever give that thrill which can be had only from one's first flight — PUPIL

### *Practice 8*

Write a true story on the topic "My Most Exciting Ride." If you have never had a thrilling ride on a horse, a donkey, a camel, a pony, a scenic railroad, a bicycle, a sled, a toboggan, or a train, or in an automobile, a motorboat, a wagon, or an airplane, make up a story about a ride the start of which is shown in one of the pictures.

After writing the story, look through it carefully for comma sentences and sentence fragments. Have you begun every sentence with a capital letter and ended it with a period, a question mark, or an exclamation point?

### *Semicolon and Small Letter*

A semicolon is often used between short principal clauses which are closely connected in thought but are not joined by a conjunction. When in doubt, use a period and a capital.

1. Behind one door was a tiger; behind the other was a lady.
2. I can still hear that roar; it haunts me day and night.



*Courtesy Burlington Route*

### A RIDING LESSON

### *Practice 9*

Punctuate correctly the following sentences:

1. It isn't courage it is fear
2. The lima bean contains starch an apple doesn't have  
any
3. Some men like to play tennis others prefer golf
4. Of course you're lucky we all are
5. Many students dislike to use their minds therefore  
they prefer a novel to a history
6. My dog's name is Punch he is a bull terrier

7. Mildred's school closes on Friday she will have two months of vacation

8. It is hard to fail it is worse never to have tried to succeed

9. First we did our setting-up drill in the gymnasium and ran around the mile track then we all went in for our morning dip

10. Books and writing material should be near at hand in fact everything needed should be ready before you start to study

11. Dare to be true nothing can need a lie

12. We tried many times to find our way back finally we met some sailors and asked them

Are you now sentence sure? Do you ever put periods after sentence fragments or commas after complete sentences? How much have you learned this year about the sentence?

### *Test 10B (Mastery) — Sentence Sense*

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a dash between the number of the example and the answer.

1. As the sun went down behind the hills

2. I am planning to spend two weeks of my vacation in camp

3. The flag floating over our school

4. Would you like me to let you in on a surprise well here it is

5. Do you like to skate I think skating is good exercise and real fun

6. Under the oak tree along the creek

7. Philip Nolan was a lieutenant in the United States army in fact a very good one for years

8. Why didn't you come over to Aunt Lily's house didn't you read my note



9. Come here
10. A man wearing velvet knickers a maroon coat and patent leather slippers with silver buckles
11. The Student Council has decided to use a new plan in handling lost and found articles
12. One of the boys yelled come here and see the snake
13. The ship plowing its way among the icebergs
14. We had a good time at the meeting where were you
15. One morning when Pinocchio woke up he lifted his hands to his ears as you know puppets have very small ears he was surprised to feel long donkey ears
16. Although the rain had drenched us to the skin
17. A boy or girl should sleep in a well-ventilated room eight or nine hours a night and be outdoors at least two hours a day
18. Both teams played excellent football in the evenly matched first quarter Weldon's plunges and several completed forward passes brought cheers from the crowded grandstands
19. Helen Keller a blind girl who at the age of five years was taken with an illness which darkened her world for the rest of her life
20. The car skidded and there was a deafening crash my brother who was not injured lifted me out of the wrecked car



## SECTION 11

### BETTER SENTENCES

Just as some automobiles are speedier, more powerful, and more beautiful than others, so some correct sentences are livelier, more forceful, and more picturesque than others. In other words, some correct sentences are better than others.



### Variety

If every car on the road or at a motor show were a Ford, a Chrysler, or a Cadillac sedan of the same model, a person looking at automobiles would soon be bored. We enjoy seeing and examining different kinds of cars.

So it is with our writing. If we always use simple sentences of about the same length, if every sentence begins with the subject, if all our predicate verbs tread hard on the heels of our simple subjects — we fail to hold the interest of our readers. Varied sentences are pleasing; sentences of the same kind are tiresome.

(Varied sentences) Since learning to swim last summer I have enjoyed this sport. In the summer I swim at Broad Channel Baths; in the winter, at the Y.M.C.A. Last week in the movies I saw some good pictures of

swimming stars. [The ideas are expressed in three sentences no one of which begins with *I*. The sentences vary in length and kind.]

(Tiresome sentences) I like to swim. I learned to swim last summer. I like to go to Broad Channel Baths. I go there all summer. I go to the Y.M.C.A. in the winter. I saw last week some good pictures of swimming stars in the movies. [Six short simple sentences beginning with *I*.]

### *Practice 1*

Make each of the following more entertaining by varying the sentences. Reduce the number of sentences by combining some of the short ones.

#### 1

On the way I got a blister on my heel. I walked for about twelve more blocks. I then sat down to rest. In about five minutes I began to walk again. At last we arrived at the woods.

#### 2

I went to New York to see a play. It was called *Everybody's Welcome*. The play was about a wife who went to work. The husband stayed at home and did the housework. The play was very interesting.

#### 3

I started off gaily, trotting down a little lane. I reached the lake in a short time. I walked slowly around the lake. I saw a squirrel in a tree on the other side of the lake. I quickly and quietly crossed a bridge. But the squirrel heard me coming. He scampered away. I then continued down the path, picking flowers. I had forgotten what my mother had said and was soon lost.

#### 4

I was born in Pittsburgh, Pennsylvania. I went to elementary school there. My pals and I one summer dug a

cave in a hill. We held our club meetings there. We had a baseball team. Jack and his two brothers played on it. I did also.

## 5

Ethel received a kitten from her aunt. The kitten was a birthday gift. It had silvery gray fur. A big green bow was on its collar. Ethel became very fond of the kitten. It trotted around at her heels. Ethel liked to watch the kitten drink its milk. It lapped the milk up with its greedy pink tongue.

## 6

Bobby crept cautiously down the stairs. They creaked noisily. Bobby was frightened. He stopped to listen. Nobody seemed to have heard him. He finally reached the bottom of the stairs. He crept across the hall. He went through the dining room. He reached the kitchen. He peered anxiously into the room. He saw the bowl of doughnuts on the table. He was very happy.

### Something Other than Adjectives before the Subject

Most pupils begin nearly all their sentences with the subject. For that reason you should learn other ways to start a sentence.

What is placed before the subject in each of these sentences?

1. *Up* the fireman went. [Adverb.]
2. *Down the avenue* the horses galloped. [Prepositional phrase.]
3. *When they returned at evening*, it was with rumpled hair. [Adverb clause.]
4. *Running true to form*, our annual spring operetta was a huge success. [Phrase.]
5. *To win the game* every boy will have to play hard. [Phrase.]
6. *A lucky boy is* Harold. [Predicate nominative and verb.]

A good way to improve your English is by getting into the habit of beginning some sentences with adverbs, phrases, adverb clauses, or predicate nominatives. Don't always begin with the subject.

### *Practice 2*

Revise each of these sentences by placing something other than adjectives before the subject:

1. A wire-haired terrier ran down the street.
2. The cat went up the tree.
3. Audubon was born in Mandeville, Louisiana, on May 4, 1780.
4. Hamilton Junior High's orchestra will compete with Patrick Henry's on May 4.
5. The fish-hawk suddenly closed his wings.
6. Some old watermills are doing business today in parts of the Adirondacks and of Pennsylvania.
7. I listened in recently to a talk by Will Irwin on Manhattan.
8. Women at present serve as jurors in England and in many states in this country.
9. My father went to the top of the Chrysler Building when he was in New York.
10. We caught fourteen weakfish last Saturday near the Black Buoy.
11. I had to run up the stairs to the platform to catch the train.
12. He spied a fountain up a little dark alley and paused to drink.
13. Henry Hartwell, having won every hundred-yard dash this year, has earned the title of city champion.
14. Father, having scraped the snow away, discovered three or four pale green shoots.
15. A smart-looking, gray-haired man sat behind a huge mahogany desk.
16. Mother and I went for our daily walk just after the sun had set.

17. The art of the armorer was important in the days of knights and squires.

18. We poled our little boat along the edge of the lake just as dawn was breaking.

19. Jerry was a frightened pup.

20. We began to cross the ice with the blizzard almost blinding us.

21. Dense fog and heavy rainfall came with the setting of the sun.

22. We saw a rugged shore when finally the mists lifted.

### *Practice 3*

With what does each starred sentence in the following pupil story begin?

#### The Hornets' Nest

\* During our stay at my uncle's farm we had been having an exceptionally good time. Hiking, swimming, eating, and sleeping composed our day's work. \* And now, after such a fine vacation, we had to go home and resume our studies. \* After helping Dad pack the trunks, I wandered out into the pasture to wait until train time. \* Walking casually toward the lake, I glimpsed a brown oval object, strangely like a football. I drew back my foot and gave it a kick. My foot penetrated this supposed football, and the next moment a swarm of hornets rushed at me. Wow! I had kicked a hornets' nest. I lit out full speed for the lake. \* Pausing at the edge of the pier to see if they were still following, I was stung by about a half-dozen hornets. \* With no hesitation I dove head first into the lake. \* At last they went away and I crawled out, wet to the skin. \* Into the house I trudged, hoping I would not be seen; but just as I opened the door, I bumped into my mother.

She let out a shriek and said, "What in the world has happened to you?"

\* Then I told her of my adventure and my dive into the lake. \* From that day to this I have never kicked anything until I was sure it was not a hornets' nest. — PUPIL

### *Practice 4*

Have you ever had to run for your life? If not, you have at least been scared or been in real danger at some time. Write for the class about your experience. In five or more sentences put something besides adjectives before the subject. Place a star (\*) at the beginning of each of these sentences.

### Complex Sentence

(Grown-up) One day while Lindbergh was on a barnstorming trip in the South, he landed in a meadow beside an old farmhouse.

(Childish) One day Lindbergh was on a barnstorming trip in the South, and he landed in a meadow beside an old farmhouse.

(Grown-up) Because Harry Britton had not been training and was soon tired out, the coach took him out of the game at the end of the first quarter.

(Childish) Harry Britton had not been training and was soon tired out, so the coach took him out of the game at the end of the first quarter.

(Grown-up) Many summer visitors spend their vacation in the free camps which are located in various parks in Michigan.

(Childish) Free camps are located in various parks of Michigan, and many summer visitors spend their vacation in these camps.

*And* and *so* are useful words, but they are sadly overworked. Boys and girls improve their English when they get rid of *and* and *so* joining clauses by substituting adverb, noun, or adjective clauses for some of the principal clauses.

*Practice 5*

Change a compound sentence or two sentences into a complex sentence by putting one of the ideas into an adjective, an adverb, or a noun clause:

1. Next Saturday we are going on a hike to Alley Pond. If the day is clear, we will go.

2. I took a bite of my cake and it tasted like lard.

3. Our music teacher offered to give me lessons free, so Mother bought me a secondhand cornet for fifteen dollars.

4. Our counselor told us it was a rattlesnake, so we didn't waste any time in getting away from it.

5. The minister took off his wig, and Harvey Birch, the peddler, was standing before them.

6. Deliveries are slow just before Christmas, so you had better order early.

7. One day I was cleaning Pete's cage; suddenly he flew out at me.

8. One day Marco was walking down a very old street, and he heard someone talking of Samavia.

9. In Granada, Spain, lived an old mason. He had a wife and children to support but no work or money.

10. I was really afraid to stay alone in our big house, but I didn't want to appear a coward. [Begin with *although*.]

11. New York City offers many opportunities to a musician, so my father decided to move there.

12. Carl works very hard on his farm, but the weeds seem to grow faster than the potatoes and corn. [Begin with *although*.]

13. Marjorie's father and mother were dead, so she was living with her aunt.

14. Another interesting trip was to Valley Forge. There Washington spent a hard winter.

15. I finished all my homework before dinner, so my father let me go with him to see *Tom Sawyer*.

16. The snow was already three inches deep, so I went down to the cellar and dusted off my sled.

*Rambling Sentence*

Occasionally a boy or a girl writes a paragraph of one long, rambling sentence tied together with *and* and *so*.



Do you prefer number 1 or number 2? Why?

**1**

After we had seated ourselves comfortably in the buggy and driven for a short distance, the horse suddenly went wild. When the buggy turned upside down, I fell out and my mother fell on top of me. Her pocketbook opened, and everything, including her money, was scattered about. When we crawled up and looked down the road, we saw our horse calmly eating grass.

**2**

We seated ourselves comfortably in the buggy and drove for a short distance and suddenly the horse went wild and the buggy turned upside down and I fell out and my mother fell on top of me and her pocketbook opened and everything fell out including her money and when we crawled up and looked down the road we saw our horse calmly eating grass.



Anyone would rather read a letter or a story made up of sentences separated by periods than one consisting of a string of statements with *and* and *so*. Notice that in number 1 three of the sentences are complex.

By using periods and building some complex sentences one can avoid overworking *and* and *so*.

### *Practice 6*

Improve each of the following paragraphs. Get rid of every unnecessary *and* or *so*. Use periods and capitals. Build some complex sentences.

#### 1

Tom Sawyer lived with his Aunt Polly and Tom was always getting into mischief and one day his Aunt Polly told Tom to whitewash the fence, so Tom began to whitewash the fence and then Huckleberry Finn came along and Huck wanted to whitewash the fence, but Tom said, "No, because my Aunt Polly wants it done right."

#### 2

The wind was with us and we made good headway and we were sailing along all right, but the boat had taken in a great deal of water and it was over all the floor boards so my brother first took a turn at the pump and then I did, and we had a nice day but our muscles were sore from pumping out the boat.

#### 3

Billy was bailing the water out of the boat, and George was rowing to the shore, and they were yelling for help, and no one answered, but suddenly they saw a man walking toward the lake, and they called to him, and Billy asked the man to throw them a rope, and the stranger did this, and then he pulled them to shore, and Billy and George were very grateful.

## 4

We were halfway home and the car stopped in the snow and we discovered we were out of gas, and there wasn't a house for miles around and we didn't know what to do, so Betty said she would try to walk to a gasoline station, and she did, but it was a mile away, and the owner said he would take the gasoline back in his car, and Betty stayed in the station, and she watched the place and it was very lonesome.

**Reducing a Clause to a Phrase or a Word**

One way to get rid of useless words is by substituting a word or a phrase for a sentence or a principal clause.

(Grown-up) Last summer my family and I took an interesting automobile trip to Canada. [Simple sentence — 13 words.]

(Childish) Last summer I took an interesting trip. My family and I went on an automobile trip to Canada. [Two sentences — 18 words.]

(Grown-up) Hearing a shot, we all ran out behind the barn. [Simple sentence — 10 words.]

(Childish) We heard a shot and then we all ran out behind the barn. [Compound sentence — 13 words.]

**Practice 7**

By substituting a word or a phrase for a clause reduce each of the following to a simple sentence:

1. The book contains ten pages of poetry. The poetry was written by the pupils of Monroe Junior High School.

2. It was about one o'clock and we ate dinner.

3. I would draw a large field of yellow daffodils. They would be beside a small lake.

4. I am a pupil in the Adams Junior High School, and the pupils in my class are writing a book on their favorite magazines. [Begin with *my class*.]

5. One morning in camp we were getting ready for a hike. The hike was to be a three-day one.

6. Last night my mother came home and she had a big package.

7. At two o'clock today there will be a baseball game at Farmers' Oval. The Farmers are to play the Philadelphia Giants.

8. It was about half-past seven on a summer evening, and my friend and I were sitting on the railing of our porch. [Begin with *about*.]

9. *Open Road for Boys* has stories for boys interested in flying. It has also stories for boys interested in outdoor life.

10. *The Book of Golden Deeds* was written by Charlotte M. Yonge. It contains true stories of heroic deeds.

### Compound Predicate

By building sentences with compound predicates, avoid the overuse of *and I*, *and we*, *and he*, *and she*, and *and they* compound sentences.

(Compound predicate) That night Pinocchio went to the field, dug a little hole in the ground, and put the money in it.

(*And he* compound sentence) That night Pinocchio went to the field, and he dug a little hole in the ground, and then he put the money in it.

(Compound predicate) Last week I visited the News Building and enjoyed the exhibits there.

(*And I* compound sentence) Last week I visited the News Building and I enjoyed the exhibits there.

### Practice 8

Change each compound sentence into a simple sentence with a compound predicate:

1. Colonel Lawrence lived with his men and he shared their hardships.

2. We soon finished the game and then we went back to our sewing.

3. He picked up his money and he walked out.

4. We started at seven o'clock and we arrived at West Point at one o'clock.

5. His boots are of leather and they reach very high on his legs.

6. Garland's father was angry but he couldn't do anything about the burned haystack.

7. I like English but I am not very good in mathematics.

8. Little John is dressed in a green suit, and he has on a green hat, and he has a quarterstaff at his side.

9. Marceline ran away from the tailor, and he crawled under a circus tent, and soon he fell asleep.

10. On Saturday I generally play baseball, or I go fishing, or I go up to the golf course and caddy.

### Appositive

In each group which sentence is better?

1. Much wheat is shipped to Minneapolis, the largest wheat-milling center in the United States.

2. Much wheat is shipped to Minneapolis. This city is the largest wheat-milling center in the United States.

1. Colonel Starling, my father's companion, shot five ducks.

2. Colonel Starling shot five ducks. He was my father's companion.

1. Our home field, Dexter Park, is very easy to reach.

2. Our home field is Dexter Park, and it is very easy to reach.

In each group number 1 is briefer and more forceful than number 2. Often an appositive saves words and improves the sentence structure. Appositives help one to write better sentences. Do you use them? Unless you write better than the average pupil in grades seven to twelve, you should use about twice as many appositives as you are in the habit of using.

*Practice 9*

In each of the following, combine the sentences by substituting an appositive for one of the sentences:

1. Edgar Wallace was a jolly, red-cheeked, well-fed Englishman. He was the author of 160 detective novels.

2. I am memorizing "Sea Fever." This is one of Masefield's best poems.

3. Susie and her six cubs helped to entertain at a White House garden fête. Susie is a four-year-old raccoon.

4. John was bitten in the hand by the new horse. He is the stable man.

5. In New York City there are three free colleges. They are Hunter College, College of the City of New York, and Brooklyn College.

6. We were divided into three classes. There were non-swimmers, fifty-yarders, and one-hundred yarders.

7. The scene of the adventure story is Siang Fu. This is a large province in Central China.

8. While in Norway, we stopped for two days at Hammerfest. It is the northernmost town in the world.

9. Then we traveled south towards Oslo. It is the capital of Norway.

10. John Soldan was sent into the game. He was our first substitute.

11. Last Friday Dr. Alfred Merton visited our class. He is supervisor of English in all the high schools of the city.

12. Mr. Sutphen is teaching me to play the French horn. He is the new leader of our school orchestra.

13. A pathetic part of the story was the death of Beth. She was the youngest of the five children.

14. One day Bean learned that his aunt had to sell Blue Water. This was a priceless jewel.

15. Mr. Blanchard will coach the basketball team. He is our new gymnasium and hygiene teacher.

16. Charles Haskins Townsend has devoted his life to the study of fish. Mr. Townsend is the director of the aquarium of the New York Zoological Society.

### Direct Quotation

Do you like number 1 or number 2 better? Why?

#### 1

"Pinocchio," said the fox, "do you want to triple the amount of gold you have?"

"Surely," replied Pinocchio.

"Then," whispered the fox, "I'll show you a place where if you plant your money at night and put some water on it, it will grow into a money tree."

#### 2

The fox asked Pinocchio whether he wanted to triple the amount of gold he had. Pinocchio replied that he did. The fox whispered that he would show Pinocchio a place where if a person planted his money at night and watered it, it would grow into a money tree.

Of course you like 1 better than 2. Everybody prefers a direct quotation or conversation to an indirect quotation or a report of what was said. The conversation is easier to read than the indirect quotations and helps us to get acquainted with the characters. For these reasons most story books have a great deal of conversation.

If you have forgotten how to punctuate and capitalize a direct quotation, review pages 336-338.

### *Practice 10*

Change the following indirect quotations to direct quotations. Punctuate and capitalize correctly.

*Example:*

Dave asked whether he could help me.

"May I help you?" said Dave.

1. Brown said that I had swum like a champion.
2. Mr. Low said that he didn't blame me.

3. Dodd replied that he meant young Jimmy.

4. Agnes replied that she was in luck, all right, and I was not.

5. Teddy yelled that our mongoose was killing a snake.

6. Pushing his way through the crowd, Ivan asked what was the matter.

7. The umpire shouted that it was strike one.

8. Frank said that he had never seen a ranch.

9. Otis asked whether I was going to ride the bronco.

10. Fred asked whether I was going to play second base.

11. The referee shouted that it was fourth down and four yards to go.

12. Captain Foster yelled at us to block the kick.

13. The salesman said that his name was Parker and that he represented the Writewell Pen Company.

14. Tom begged us not to soil his new suit.

15. The coach said that I was built just right for a cinder-path star.

### *Example:*

“A Scandal in Bohemia” from *Adventures of Sherlock Holmes* by Conan Doyle

(2) An interesting incident in “A Scandal in Bohemia” is the part where Sherlock Holmes sought a picture which was to be used by the woman who had it, to sue a king. (12) As this would have ruined the king’s reputation, he confided his story to Sherlock Holmes.

Sherlock Holmes, in disguise, waited for the woman to come home. (13) Suddenly a coach came up the street and stopped at the woman’s door. A loafer on the corner ran to open the gate for the woman in the hope of getting some money. Another loafer, however, pushed him out of the way. (1) Soon a fight was raging between the loafers. (12) When the woman got out of the carriage, she found herself in the middle of the fight. (3) Sherlock Holmes then ran forward and fell with blood streaming from his head. (1) By this time quite a crowd had gathered. (235) The



woman, as she reached the door, looked back and asked, "Is he hurt very much?"

(25) "He's dead," said<sup>1</sup> one man in the crowd.

(5) "No, he's still alive, ma'am. May we bring him in?"

(15) "Surely," said the lady. "Lay him on the sofa."

(124) From the sofa Sherlock Holmes made a signal to his friend, Doctor Watson, who was waiting outside the window. Doctor Watson then threw a smoke bomb into the room. (34) The woman, thinking the house on fire, reached in a recess in the wall for her most treasured article, the picture, and thus betrayed its hiding place to Sherlock Holmes. — PUPIL

### *Practice 11*

After reading carefully the preceding story, prepare to tell entertainingly an incident in a book you are reading or have just finished. When you write the story in class, include some conversation. Improve your sentences in the ways studied. Then before a sentence place (1) if there is something besides adjectives before the subject, (2) if it is complex, (3) if it has a compound predicate, (4) if there is an appositive in it, and (5) if it contains a direct quotation.

The (124) before the first sentence of the last paragraph of "A Scandal in Bohemia" shows that the sentence has something besides adjectives before the subject (1), is complex (2), and has an appositive in it (4).



## SECTION 12

# USING THE RIGHT WORD

### Choice of Words

"Oh, Tom! You ought to see my birthday present," called Ted. "A dog!"

"What kind of dog — setter, police dog, or Scottie?"

Tom's question was a perfectly natural one. He could not get a mental picture of the dog until he knew what kind Ted was talking about.

Words make the picture, and unless they are specific the picture is blurred. By increasing your vocabulary you can make your word pictures clearer and more distinct.

### *Vocabulary Test A*

In each of the sentences below look at the italicized word and then find in the next line a word or expression that means the same or almost the same as the italicized word. Write the word on your answer paper after the corresponding number, 1, 2, 3, 4, 5, etc.

1. The lightning flashed *occasionally*.

brightly, quickly, at intervals, at night, continuously

2. He *descended* the stairs hurriedly.

scrubbed, pounded, climbed, examined, went down

3. Would you like to have your brother *accompany* you to the party?

chase, drive, assist, go with, invite

4. He treated his *opponent* fairly.  
partner, rival, companion, friend, servant
5. It is easy to *recognize* those who are good citizens.  
know, find, praise, assemble, reward
6. An *ignorant* person cannot be admired.  
intellectual, angry, ugly, absent-minded, uneducated
7. The *situation* was serious.  
crime, accident, subject, problem, condition
8. Dorothy entered the room with a *mysterious* air.  
haughty, intelligent, smiling, secret, cheerful
9. The junior high school teachers in the city held a *conference*.  
meeting, concert, dinner, game, tournament
10. The jeweler told him that the diamond was not *genuine*.  
expensive, polished, stolen, real, unusual
11. Her mother *appreciated* the gift.  
scorned, disliked, valued, refused, hid
12. He is a very *amiable* person.  
disagreeable, selfish, forceful, wise, likable
13. *Cautiously* the Indian crept toward them.  
noisily, watchfully, skillfully, hastily, hurriedly
14. The lawyer said that he had *sufficient* evidence.  
surprising, enough, peculiar, powerful, dangerous
15. The visitor's manner was *fascinating*.  
unpleasant, charming, cool, unattractive, decisive
16. How dare you *intrude* upon us?  
look down, walk, spy, bring trouble, thrust yourself
17. Her arguments were *irresistible*.  
weak, new, overpowering, pleasing, clear

18. The meeting ended in a *controversy*.  
hurry, dispute, dinner, theater, agreement
19. Food is *indispensable* to man.  
helpful, harmful, necessary, poisonous, indigestible
20. William proved to them that he was *competent*.  
capable, unfit, lazy, congenial, confused

### *Vocabulary Test B*

In each of the following sentences look at the italicized word and then find in the next line a word or expression that means the same or almost the same as the italicized word. Write the word on your answer paper after the corresponding number, 1, 2, 3, 4, etc.

1. The farmer worked *industriously* all day.  
slowly, carelessly, peacefully, busily, noisily
2. The Pilgrims *established* a colony along the Atlantic coast.  
burned, lost, received, invaded, founded
3. His father *denied* his request.  
granted, refused, answered, heard, presented
4. He accepted the *opportunity* gladly.  
prize, money, position, chance, statement
5. *Rage* makes people look unattractive.  
rags, anger, pride, quarreling, meanness
6. She assured them that she had correct *information*.  
ability, knowledge, influence, materials, change
7. The early settlers used crude *implements*.  
weapons, utensils, forts, food, houses
8. Admiral Byrd *acknowledged* that his trip had been full of hardships.  
meant, deplored, boasted, denied, admitted

9. It was *apparent* that Jerry had not paid attention.  
known, told, concealed, clear, doubtful
10. The natives had peculiar *superstitions*.  
food, beliefs, homes, dances, habits
11. A neighbor tried to *soothe* the frightened child.  
entertain, encourage, quiet, find, feed
12. Our dog is *hostile* to newcomers.  
agreeable, unfriendly, indifferent, attractive, entertaining
13. Don't *interfere* with his business.  
help, associate, meddle, be friendly, be concerned
14. He received the maximum *penalty* for his act.  
reward, punishment, praise, honor, salary
15. The walk was long and *tedious*.  
tiresome, attractive, unusual, interesting, beneficial
16. The boys were *unanimous* in their approval.  
noisy, agreed, happy, divided, silent
17. He felt that this work was an *achievement*.  
mistake, privilege, accomplishment, surprise, blessing
18. Everyone should be *humane*.  
happy, healthy, wealthy, merciful, cautious
19. His friends *predict* his success.  
bewail, applaud, demand, desire, prophesy
20. The orator *terminated* his speech with lantern slides.  
began, illustrated, advertised, ended, interrupted

### Interpreting Abbreviations

Getting the exact meaning of a word requires the correct interpretation of the definitions in the dictionary. Various abbreviations are used to explain the

parts of speech and the meanings of words. A list of these may be found in the front of the dictionary. Study the definition of *captain* as it is given in Webster's *Secondary School Dictionary*.

**cap'tain** (-tĭn), *n.* [fr. OF., fr. LL., fr. L. *caput* head]. 1. A chief or headman; a leader. 2. *Mil.* An officer of the army or marine corps. See ARMY. 3. *Nav.* A naval officer entitled to command a man-of-war. See NAVY. 4. *Naut.* The commanding officer, or master, of a vessel. A person having authority over others acting in concert; as, in sports, the leader of a side or team. — *v. t.* To act as captain of; to lead.

In this definition, *n.* means *noun*; *OF.* means *Old French*; *LL.* means *late Latin*; *L.* means *Latin*. *Mil.* is the abbreviation of *military*; *Nav.*, of *naval*; *Naut.*, of *nautical*; *v. t.*, of *transitive verb*.

### Practice 1

Referring to a dictionary, make a list in your notebook for:

1. Abbreviations of the parts of speech; as, *n.* for noun and *pro.* for pronoun.

2. Abbreviations for the following terms: singular, plural, present tense, preterite or past tense, participle, past participle, antonym, synonym.

3. Abbreviations of derivations or origin of words: Anglo-Saxon, American, English, Greek, Latin, Old French, Scotch, Arabic, Italian.

### Practice 2

Find the meaning of the following abbreviations:

lb.	pro tem	A.M.	U.S.	obs.
bbls.	mt.	esp.	Dr.	Hon.
cf.	anon.	myth.	Rev.	p.

## Wordbuilding

Knowing the story of a word will help you to remember its meaning. Words come into use in interesting ways. Some were made, as *kodak*; some were taken from the name of the inventor, as *mackintosh*; others are based on stories and legends from other languages, as *rival*.

*Rival* is derived from the Latin *rivus*, meaning *brook*. Rivals, therefore, meant originally men who lived along the banks of the same brook. If the brook were used for irrigation purposes, time would have to be arranged when each could turn the water into his own fields. Any man who did not play fair would cause trouble. Consequently men living on the banks of the same stream were certain to be in competition with each other, and so the term rivals came to mean competitors.

## Practice 3

Find the original meaning or story of five of the words listed below. Show how the present definition of each word is linked with its original meaning. In addition to a dictionary you will find help in such books as:

*Picturesque Word Origins* (Compiled from Webster's *New International Dictionary*, published by G. & C. Merriam Co.)  
Greenough and Kittredge: *Words and Their Ways in English Speech*

Richard C. Trench: *The Study of Words*

Richard Grant White: *The Uses of Words, Past and Present*

August	boycott	atlas	jovial
salary	macadam	candidate	curfew
circus	sandwich	cereal	hyacinth
gospel	squirrel	volcano	panic
rostrum	trivial	villain	camouflage
lunatic	zeppelin	canary	money

## Derivatives

Over half the words in the English dictionary are based on Latin. Words which have come from another language are called derivatives. *Avalanche*, for example, comes from the Latin words *ad* meaning *to*, and *vallem* meaning *valley*. An avalanche of snow was so called because it fell from a mountain to a valley.

By learning the meanings of commonly used stems, prefixes, and suffixes, you may easily build up a large, workable vocabulary. A stem is the root or main part of a word. A prefix consists of one or more syllables attached to the beginning of the stem to change its meaning. A suffix consists of one or more syllables placed at the end of the stem to change its meaning. For example, *incurable* is made up of the prefix *in*, meaning *not*; the stem *cur*, meaning *to heal*; and the suffix *able*, meaning *able to be*. Therefore *incurable* means *not able to be healed*.

## Prefixes

If you know the meanings of prefixes, you will be better able not only to work out the meanings of new words but also to understand thoroughly old words. For example, *transatlantic* is formed by adding the Latin prefix *trans*, meaning *across*, to the stem *Atlantic*. Therefore *transatlantic* means *across the Atlantic*.

The following is a list of the more common Latin prefixes and their meanings:

### *Prefixes*

PREFIX	MEANING	EXAMPLE	DEFINITION
<i>a, ab</i>	from	absolve	set free from
<i>ad</i>	to, toward	adhere	stick to

<i>ante</i>	before	antedate	before the date
<i>bi</i>	two	bisect	cut in two
<i>circum</i>	around	circumscribe	to draw lines around
<i>con, com</i>	together, with	combine	join together
<i>di, dis</i>	apart, from, not	dislike	not like
<i>e, ex</i>	out, out of, from	extract	draw out
<i>in, im</i>	in, into, not	inactive	not active
<i>inter</i>	between	interurban	between cities
<i>non</i>	not	nonsense	not sense
<i>ob</i>	against	obstruct	build against
<i>pro</i>	for, forward	promote	move forward
<i>re</i>	back, again	recall	call back
<i>semi</i>	half	semiannual	half year
<i>sub</i>	under	submarine	under the sea
<i>super</i>	above	supervise	look over
<i>trans</i>	across	transport	carry across

### Practice 4

Explain the meaning of the following words, being careful to bring out the force of the prefix:

#### Example:

anteroom = *ante*, meaning *before* + room = a room that is before or in front of another room.

exclude	obstacle	biped	supernatural
biennial	interstate	circumference	expel
semimonthly	immortal	separate	infirm
recognize	nonskid	proceed	submerge
promote	report	disagree	excavate

### Stems

The stem is the most important part of the word. Upon a single stem countless words may be built.



For example, upon the Latin stem *voc-(k)* have been formed such words as:

revoke	invoke	avocation	provoke
invocation	vocative	advocate	vocation

### *Common Latin Verb Stems*

VERB STEM	MEANING	EXAMPLE	DEFINITION
<i>aud-</i>	hear	audience	those who hear
<i>cap-, capt-</i>	take	capture	take by force
<i>dic-, dict-</i>	say	contradict	say against
<i>duc-, duct-</i>	lead, draw	conduct	lead together
<i>mit-, miss-</i>	send	dismiss	send away
<i>mov-, mot-</i>	move	demote	move down
<i>pel-, pell-</i>	drive, send	propel	drive forward
<i>pon-, pos-</i>	place, put	depose	put down
<i>port-</i>	carry, bear	portable	able to be carried
<i>scrib-, script-</i>	write	scribble	write carelessly
<i>ven-, vent-</i>	come	event	outcome
<i>vert-, vers-</i>	turn	revert	turn back

### *Practice 5*

Using the following as a model, work out the meanings of the words listed:

ENGLISH WORD	LATIN PREFIX	LATIN STEM	MEANING OF ENGLISH WORD
avert	a	vert	turn away

remit	divert	inscribe	subscribe
convene	expel	event	transmit
return	impose	reduce	produce
export	submit	advent	recapture
dispel	intervene	promote	edict

## Suffixes

As you know, a suffix consists of one or more syllables added to the end of a stem. In addition to changing the meaning, a suffix aids in determining the part of speech to which the word belongs. For example, the suffix *ish* means *like* or *belonging to*. Hence *childish* means *like a child*. *Ish* is an adjective ending.

### Common Suffixes

#### ADJECTIVE

SUFFIX	MEANING	EXAMPLE	DEFINITION
<i>al, eal, ial,</i> <i>il, ile</i>	pertaining to	medical	pertaining to medicine
<i>able, ible,</i> <i>ble</i>	able to be	audible	able to be heard
<i>ate</i>	having the qual- ity of	desperate	having the qual- ity of despair
<i>ish</i>	belonging to, like	girlish	like a girl
<i>less</i>	without	friendless	without friends
<i>ous</i>	full of	vigorous	full of vigor

#### NOUN

<i>ness</i>	condition of, quality of	kindness	quality of being kind
<i>or, tor</i>	that which, one who	spectator	one who looks on
<i>tion, sion</i>	act of, result of act of	education	act of educating
<i>let</i>	small	booklet	a small book
<i>ty, ity</i>	quality of	honesty	quality of being honest
<i>tude</i>	quality of	multitude	quality of being many

## VERB

<i>fy, ify</i>	to make	simplify	to make simple
<i>ise, ize</i>	to make like	equalize	to make equal

## ADVERB

<i>ly</i>	like in manner or appearance	softly	in a soft manner
-----------	---------------------------------	--------	------------------

*Practice 6*

By adding suffixes make as many words as you can from each of the following:

*Example:*

faith — faithful, faithless, faithfulness, faithfully			
care	boy	value	pity
use	desire	courage	price
awkward	grace	slow	joy
work	regular	excel	depend
quiet	different	move	ease

*Practice 7*

Copy the following words. Underscore each prefix and place dots under each suffix. After each word write the meaning.

*Example:*

invaluable = in valu able = not able to be valued

changeless	benefactor	uncleanliness	prevent
notable	magnify	progressive	pacify
capital	invisible	superhuman	transferable
inaudible	altitude	international	innumerable

## Synonyms

You would feel sorry for yourself if you could find only two or three books to read instead of the hundreds which are available in both the school and public libraries. There are thousands of words from which to choose. Why use the same ones over and over? Synonyms, words similar in meaning, help you to express your thoughts accurately.

### *Practice 8*

Use in good sentences synonyms of six words in the list in Practice 7.

### *Practice 9*

Read the following paragraph. How often is some form of the word *get* used? Rewrite the paragraph, using synonyms for *get*.

I've got a cat that is intelligent. One day he got tired looking for a mouse and thought he would get some fun watching the birds. So he got under a tree and watched the little birds getting their dinner. Soon he got tired waiting for the mother to get away and was just getting ready to spring at a bird when he heard a squeal. To his great joy he saw a mouse trying to get under the house. He turned, jumped, and got the mouse just as it was halfway in the hole. The birds certainly were thankful that the cat didn't get them.

### *Practice 10*

Make a list of the words in italics and find an appropriate synonym for each. Be ready to read in class the paragraphs with your synonyms.

The *little* figure in the doorway stirred and *moved* into the room, fumbling his *cap* nervously. He *wanted* to tell Mrs.

Ames about the *affair* but *thought* that he should wait for a better day. Finally he turned and *went* out of the house, *feeling* that he had lost a friend.

The next morning he *walked* past her house with *dragging* feet, his *brow* contracted into a frown.

"Good morning, Fred," *called* Mrs. Ames. "Would you *like* these?" She was holding two *nice* yellow peaches *temptingly* before his eyes.

He *hesitated*. His eyes were *fixed* longingly on the peaches, yet he felt that he should speak to her before he could *take* her *gift*. "It was my baseball, Mrs. Ames," he *began* slowly, "that knocked the pie off the window sill, but it was an *accident*."

"I *understand*, Fred," *answered* Mrs. Ames, as she handed him the peaches, "and I am glad you told me."

### Practice 11

Rewrite the following paragraph, substituting a suitable word from the list of synonyms for each italicized word:

Tom *ran* into the house, *took* his fishing pole, and raced down the street before his mother could *hinder* him. His Saturday *tasks* were waiting for him, but so were his *friends* and those *lively*, shiny trout swimming about so *peacefully* in the *stream*. It was *almost dark* when he *walked* slowly home. I wonder if you can *think* what *occurred* when he saw his father.

#### SYNONYMS

dashed	chums	quietly
creek	brook	trudged
stop	dusk	happened
seized	duties	prevent
guess	nimble	chores



Courtesy "Field and Stream"

### Antonyms

Antonyms are words of opposite meaning. Some are formed by the use of prefixes; as, *happy, unhappy*. Others are different words; as, *remember, forget; hot, cold*.

*Practice 12*

Give an antonym of each of the following words:

high	tidy	difficult	superior
true	careful	strong	hostile
serious	healthy	peaceful	excitable
tender	successful	sunny	negative
seldom	united	vacant	temporary

*Practice 13*

Rewrite the following paragraph, substituting an antonym for each italicized word:

Mary came into the room, turned *off* the light, and *slowly* walked to the window. She was so *sad* that she wanted to be alone for just a few minutes. The *long* letter which had arrived at noon was filled with a *gloomy* account of an *unsuccessful* business project of her father's. This would mean that her *old* school life would *end* soon. Just then the doorbell rang and the maid handed her a telegram. She opened it *fearfully*, *smiled*, and sank into the nearest chair.

**Homonyms**

Homonyms are words that have the same sound but differ in spelling and in meaning; as, *two*, *too*, *to*; *allowed*, *aloud*.

*Practice 14*

Use in a sentence a homonym for each of the following words:

peace	days	rain	groan
alter	sail	bear	night
way	so	seen	rap
beach	break	might	threw

### Practice 15

In the following story which of the two words in the parentheses is right? Rewrite the story, spelling every word correctly.

The (too, two) boys were walking slowly past the deserted house. They were (too, to) tired even to talk. Just then they (heard, herd) a moan which (seamed, seemed) to come from (rite, right) beside them.

"Did you (here, hear) it that (time, thyme)?" whispered Tom.

"(Know, no), of (course, coarse) (knot, not)," bravely declared Sam.

Just then the call was repeated, and both boys quickly left the (seen, scene), forgetting about (their, there) (great, grate) weariness.

The next day the (principle, principal) announced the loss of a pet owl from the science department. After the day's (lessens, lessons) were over, Sam (lead, led) his chums back to the old house to recapture the bird.

### Overworked Words

Some words are worked so hard that they have little meaning left. How many times a day do you hear the words *awful*, *nice*, *grand*, *cute*, *funny*? Vary your conversation by using such adjectives as *interesting*, *thrilling*, *exciting*, *surprising*, *clever*, *daring*.

### Practice 16

For each italicized word substitute a more accurate one:

1. We had a *nice* time at the circus.
2. The examination was *awful*.
3. We saw a man doing some *good* tricks on a trapeze.



4. We had an *awful* experience when a hard thunder-storm almost blew down the tent.
5. Sally had a *grand* party yesterday.
6. Eric performed several *cute* tricks.
7. John appeared at the door in a *nice* new suit.
8. The boys had a *grand* time at the lake.
9. Joan is *crazy* about ice cream.
10. On our return trip from Coburg, the wind blew *awfully* hard and we had a *terrible* time.

### Specific Words

Many words give a general idea but do not bring to mind a definite picture. The word *building* gives a general idea which includes the Chrysler Building and your father's garage. *School building* is more specific, as it does not include theaters or hotels. A *small brick school building at the corner of Highland and Eastland avenues* limits the word to one specific building.

*Say* is a general word; *call* is more definite; *mumble*, *stutter*, *whine*, *cry*, *shout*, *roar*, *moan*, *whimper*, *whisper*, and *murmur* are still more specific.

Specific words make a clearer, more accurate picture than do general ones.

### Practice 17

When someone says to you, "Through the trees we saw a house," do you know the kind of house? Is it a cottage, lodge, cabin, manse, palace, or mansion? Is it white, gray, green, yellow, or red? Is it brick, stucco, shingle, log, or frame? Is it colonial, large, small, dilapidated, old-fashioned, deserted, brightly lighted? Picture in words three kinds of houses.

### Practice 18

Make a list of as many words as you can which are more specific than the following:

*Example:*

    speak — call, shout, yell, scream, mumble, grumble,  
whisper, whine, beg

    1. Go.   2. Say.   3. A man.   4. A room.   5. A boy.  
6. Fruit.   7. A story.   8. A child.   9. A school.   10. An  
animal.

### Practice 19

Examine the following groups of synonyms and note the differences in the pictures presented. Use each word in a sentence.

dream — trance  
horn — bugle  
raft — barge  
dress — gown  
ate — devoured

saw — beheld  
wrapped — shrouded  
dressed — clad  
candle — taper  
ruined — dilapidated

### Words Often Misused or Confused

**Bring, take.** *To bring means to convey toward the speaker; to take, to convey away from the speaker.*

*Bring your paper to my desk, John.*

*Take your violin to the music room.*

**Capitol, capital.** *The Capitol is an edifice in Washington, D.C. The word may refer to any statehouse. Capital means prominent or leading; as, the capital city.*

*The Capitol in Boise is situated in a lovely park. Boise is the capital of Idaho.*

**Desert, dessert.** A *desert* is a solitary place; *dessert* is a serving of fruits or sweets at the close of a dinner.

Death Valley is a part of the North American *desert*.

The boys had cake and watermelon for *dessert*.

**Discover, invent.** To *invent* means to make something new; to *discover* is to find something already existing.

Thomas A. Edison *invented* the electric light bulb.

Admiral Byrd *discovered* a mountain range in Antarctica.

**Get.** *Get* means *obtain, gain, win*. Do not use *have got* when you mean *have*. Say, "Have you a pencil?" not "Have you got a pencil?" Likewise say, "I have to go," not "I have got to go."

**Healthful, healthy.** *Healthy* means *having health*; *healthful* means *promoting health*.

Jean looked like a *healthy* child.

North Carolina is noted for its *healthful* climate.

**Lead, led.** *Lead* as a noun means a metal. *Lead* is a verb of which *led* is the past tense.

Colorado *leads* the other states in the production of *lead*.

The class guide *led* the pupils to safety.

**Leave, let.** To *leave* is to go away. To *let* means to permit. Say, "Let it go" and "Let go," not "Leave it go" and "Leave go."

**Like, love.** To *like* means to be pleased with or to enjoy; to *love* means to have an affection for.

I *like* chocolates.

Her actions proved how much she *loved* her sister.

**Loose, lose.** *Loose* as an adjective means *not fastened*; as a verb it means *to unfasten*. *Lose* is a verb meaning *to fail to win* or *to be deprived of*.

I was sorry to *lose* that pin.

A string in my tennis racket is *loose*.

**Stationery, stationary.** *Stationery* means *articles used in writing*; *stationary* means *not moving*.

The seats in our room are *stationary*.

Books and *stationery* are sold at Brentano's.

**Stop, stay.** *To stop* means *to halt*; *to stay* means *to remain*.

He *stopped* at the desk for a moment.

Father liked the hotel so well that he *stayed* three days in St. Louis.

### Practice 20

Select the correct word to fill each blank. Give a reason for each choice.

1. Will you please — this book to Mr. Furlong? (bring, take)

2. How many days did you — in Detroit? (stay, stop)

3. Harrisburg is the — of Pennsylvania. (capital, Capitol)

4. Captain White — the team to victory. (lead, led)

5. I am afraid that I shall — my fountain pen if I carry it to school. (lose, loose)

6. The girls — to play ball on the beach. (liked, loved)

7. Who — the cotton gin? (discovered, invented)

8. The speaker said that his city had the — climate in the United States. (healthiest, most healthful)

9. Tom — candy too well for his own good. (liked, loved)

10. Janet's mother warned her not to — the key, as it was the only one to the door. (lose, loose)

### Mastery Test 11A — Correct Words

Select the correct or preferred word to fill each blank:  
(Right — Wrong = Score)

1. I like ice cream for —. (desert, dessert)

2. May I — these flowers to the assembly this period? (bring, take)

3. One of my birthday presents was a box of white —. (stationary, stationery)
4. The boat was — when we found it. (loose, lose)
5. The children were — safely out of the building by one of the older boys. (led, lead)
6. The hikers — canned food in the cabin. (invented, discovered)
7. The — at Salt Lake City is unusually beautiful. (Capitol, capital)
8. I — ripe olives and celery. (like, love)
9. — your English book with you? (have you, have you got)
10. Do you know the — of each state? (Capitol, capital)
11. Tom looked —. (healthful, healthy)
12. Dorothy, please — this package to Mrs. Johnson. (bring, take)
13. The boys — at the cabin all night. (stopped, stayed)
14. Will you please — these flowers to Aunt Margaret? (bring, take)
15. Jean — the new neighbors immediately. (loved, liked)
16. The desks in our study hall are —. (stationary, stationery)
17. “— it go!” he shouted. (leave, let)
18. One of our neighbors — a knife sharpener. (invented, discovered)
19. — is a very important metal. (lead, led)
20. When did you — your umbrella? (loose, lose)
21. John warned him to — go the rope. (leave, let)
22. Have you ever crossed the Mojave —? (desert, dessert)
23. — the tickets in your pocket? (have you, have you got)
24. The doctors say that our town is a very — place. (healthful, healthy)
25. We — for a week at Indian Lodge when we were at Rousseau Lake. (stopped, stayed)

*Mastery Test 11B — Correct Words*

Select the correct or preferred word or expression to fill each blank: (Right — Wrong = Score)

1. What is the — of Arizona? (Capitol, capital)
2. The hinges on the screen door are —. (lose, loose)
3. The Wright brothers — the first successful motor-driven airplane. (discovered, invented)
4. Mary received some monogrammed — for her birthday. (stationary, stationery)
5. The high altitude makes Cochran a — city. (healthy, healthful)
6. Please — my book to the library with you. (take, bring)
7. I like — better than salads. (deserts, desserts)
8. I — the money in my purse. (have, have got)
9. I'll — these books to Peter on my way home. (bring, take)
10. Mr. Redding picked up the boy and — him to his home. (brought, took)
11. John called that he would have to — go the boat. (leave, let)
12. They — over night at Weymouth Inn. (stopped, stayed)
13. Scientists — valuable jewelry when they were exploring in Mexico. (discovered, invented)
14. You can see the dome on the — for a long distance. (Capitol, capital)
15. The baby eats spinach as though she — it. (likes, loves)
16. John — the class in mathematics. (led, lead)
17. Ben was the — one in his family. (healthiest, most healthful)
18. He — go the reins quickly. (left, let)
19. When did you — your fountain pen? (loose, lose)
20. Did you ever visit a — mine? (lead, led)
21. Did you — your notebook? (loose, lose)

22. The beds in the cabin were ——. (stationery, stationary)

23. At which hotel are you —— tonight? (stopping, staying)

24. I —— an umbrella in my locker. (have, have got)

25. Part of the figure of the Sphinx has been buried for centuries by —— sand. (desert, dessert)

### *Practice 21*

Think up two good titles for the picture on page 411. Use vivid, vigorous words.

## SECTION 13

### SPELLING

#### Do Not Take a Chance

A misspelled word in a letter of application shows a businessman that the boy or girl is ignorant or careless. In any letter or composition a misspelled word is a black blot.

To avoid spelling errors in your writing, carry out these two suggestions:

1. Never take a chance in spelling a word about which you have the slightest doubt. Look it up in the dictionary.

2. After writing the first draft of a letter or composition, search for spelling errors and correct them. Carelessness is the chief cause of misspelling. In an office frequently both the stenographer and the businessman read a typed letter to find any errors in it.

#### Notebook

Keep in your notebook a NEVER AGAIN list of all the words you misspell in letters, compositions, spelling and other tests, and other writing. Study these words until you are sure you can spell every one. Have someone test you. Check the words missed. A few days later study the list again, have someone pronounce the words for you, and check the ones you miss. Then cross off the words spelled correctly both times. Start a new list with the words missed.



First find out which words in the lesson you can't spell. Perhaps your teacher will test you before you begin to study. If he doesn't, have someone at home pronounce for you all the words in the lesson.

### How to Learn to Spell a Word

1. Pronounce the word correctly. Say each syllable distinctly, and look at each syllable as you say it. Use both your voice and eyes.

2. Close your eyes and think how the word looks. See every letter. Use your mind's eye.

3. Look at the word to find whether your spelling is right. If it isn't, go through steps 1 and 2 again.

4. Use your hand. Without looking at your book write the word. Compare with the book.

5. With the word covered, write it again and check with the book.

6. In the same way write it a third time and compare.

7. If you misspelled the word on any one of your three trials, copy it in your spelling notebook.

8. After studying all the words, write them as a parent, brother, sister, or friend pronounces them for you.

## How the Words Were Selected

A number of people have studied thousands of compositions and letters written by eighth-grade pupils and have found out what words boys and girls in your grade use and which ones they misspell. The spelling words in this book are based on these studies and contain only words which you are likely to need in your writing and which are commonly misspelled.

### Ten Hardest Words

In your writing do you ALWAYS spell correctly these ten hard words?

too	together	committee	separate
its	their	therefore	pleasant
believe	principal		

Notice the *ie* in *believe*.

Note that all the letters of *together* are together. There is no hyphen to separate them.

Watch the three doubles, *mm*, *tt*, *ee*, in *committee*.

*Separate* and *pleasant* are *2a* words. *Principal* is a *1a* word. Notice the *pa* in *separate* and *principal*.

### Fifteen Hard Words

night	writing	dependent	until
anything	received	independent	possessive
anyone	grammar	benefit	immediately
everything	all right	there	

Notice the *a* in *any* and the two *e*'s in *every*. *Anything*, *anyone*, and *everything* are single words without hyphen or space.

Notice the *ei* in *received*.

*Grammar* is a *2a* word.

*All right*, like *all wrong*, is **ALWAYS TWO WORDS**.

*Dependent* and *independent* are **3e** words. *Benefit* is a **2e** word.

There is only one **l** in *until*.

*Possessive* has all the **s**'s possible.

*im* + *mediate* + *ly* = *immediately*

### *Practice 1 (Dictation)*

1. The **committee** handed the **principal** its report last night.
2. **Everything** was all right until we **separated**.
3. Jerry is **too independent** to be **pleasant** to **anyone**.
4. John and Ted are **writing** the **possessives** in their **grammar** lesson **together**.
5. I couldn't **believe** **anything** he said; **therefore** I left him.
6. What did you **receive** **there**?
7. He is **too dependent** on others.
8. Did he **benefit** **immediately** by the change?

### *Practice 2*

Write sentences containing the twenty-five hard words in Practice 1. You may use two or three of them in a sentence.

### **Four Groups**

<i>Doubles</i>	<i>Possessive Pronouns</i>	<i>e</i>	<i>ea</i>
address	its	whether	bear
speech	hers	effect	tear
success	ours	except	wear
affair	yours	enemy	break
college	theirs	interest	great
arrange			

*Practice 3 (Dictation)*

1. All the **bears except** Jumbo are **ours**.
2. What was the **effect** of your **enemy's** speech?
3. I wonder **whether** I shall **tear** that dress if I wear it.
4. Is that **address yours** or **hers**?
5. **Its great success** interested many people.
6. The **college banners** are not **theirs**.
7. After **arranging** his **affairs** he sailed to Europe.
8. Did you **break** that glass?

*Practice 4*

Write sentences containing the twenty-one words in the four groups. You may use two of them in a sentence.

**Possessives**

The possessive case of a noun always has an apostrophe; the possessive pronouns *its*, *hers*, *theirs*, *ours*, *yours* never have an apostrophe.

**To form the possessive singular of a noun, add 's.**

*Most Frequently Used Possessive Singulars*

baby's	father's	morning's	today's
boy's	grandma's	mother's	treasurer's
brother's	hour's	night's	uncle's
child's	lady's	one's	week's
company's	life's	papa's	wife's
country's	mamma's	people's	woman's
customer's	man's	president's	world's
day's	master's	secretary's	writer's
dealer's	moment's	sister's	year's
farmer's	month's	teacher's	yesterday's

**To form the possessive plural of nouns, first write the plurals. Then add 's to the plurals that do not end in s and an apostrophe to the plurals that end in s.**

*Most Frequently Used Possessive Plurals*

boys'	ladies'	teachers'	women's
children's	men's	weeks'	years'
days'			

*Practice 5 (Dictation)*

1. That boy's wish is to have a two weeks' vacation.
2. The secretary's report was read at the beginning of today's recitation.
3. After a moment's thought I accepted my mother's offer.
4. Mr. Harris sells men's and boys' clothing.
5. After a night's rest we drove on toward my uncle's home.
6. Women's and children's shoes are cheaper this year.
7. My father's secretary is away on a four days' vacation.
8. My English teacher's home is an hour's walk from the school.
9. A farmer's work is different from a writer's.
10. The girls' basketball team has won more games than the boys'.

**Final e**

**Final silent e is usually dropped before a suffix beginning with a vowel and kept before a suffix beginning with a consonant.** (This rule applies to more than two thousands words.)

hope	+ ing	= hoping	[ <i>Ing</i> begins with a vowel.]
use	+ age	= usage	[ <i>Age</i> begins with a vowel.]
imagine	+ ary	= imaginary	[ <i>Ary</i> begins with a vowel.]
approve	+ al	= approval	[ <i>Al</i> begins with a vowel.]
nine	+ teen	= nineteen	[ <i>Teen</i> begins with a consonant.]
safe	+ ty	= safety	[ <i>Ty</i> begins with a consonant.]

*Adding ing*

amusing	advising	advertising	completing
arranging	arriving	becoming	acknowledging

**Practice 6**

Add *ing* to each word in the following list:

dine	write	move	oblige
shine	like	argue	encourage
use	take	receive	suppose
come	lose	pursue	produce
hope	owe	advise	continue
have	choose	enclose	separate

Words ending in *ie* drop the *e* and change the *i* to *y* before *ing* to avoid two successive *i*'s: *tie*, *tying*; *lie*, *lying*; *die*, *dying*.

**Adding *able***

desir~~e~~ + able = desirable      lov~~e~~ + able = lovable  
mov~~e~~ + able = movable

**Practice 7**

Form adjectives by adding *able* to these words: *like*, *use*, *believe*, *excuse*, *desire*, *move*, *value*, *imagine*, *admire*, *advise*.

**Adding *ful* and *ly***

**No adjectives end in *full*.**

use + ful = useful      sincere + ly = sincerely  
care + ful = careful      mere + ly = merely

**Practice 8**

1. Form adjectives by adding *ful* to these nouns: *grace*, *shame*, *revenge*, *care*, *use*, *force*, *hope*, *peace*.

2. Add *ly* to each of these words: *severe*, *scarce*, *sincere*, *sure*, *bare*, *fine*, *like*, *immense*, *entire*, *extreme*, *fortunate*, *complete*, *accurate*, *immediate*, *lone*, *love*, *late*, *affectionate*, *absolute*.

*Adding ment*

advance	+ ment =	advancement
amuse	+ ment =	amusement
arrange	+ ment =	arrangement
encourage	+ ment =	encouragement
excite	+ ment =	excitement
require	+ ment =	requirement

Twelve *exceptions* to the rule about final *e* are —

dying	duly	argument	ninth
lying	truly	judgment	mileage
tying	awful	wholly	canoeing

*Practice 9 (Dictation)*

1. My aunt is **coming** on the **ninth**.
2. The sun is **shining** in the **dining** room.
3. I am **writing** my **argument**.
4. He is **truly** **obliging** and **amusing**.
5. **Ninety** are **arguing** about **pursuing** the villain.
6. **Nineteen** families are **using** the well.
7. I am **sincerely** **hoping** the gift will be **useful**.
8. Please be **careful** in your **arrangement** of the books.
9. I am **hoping** to develop good **judgment**.
10. The **excitement** was **truly** **surprising**.

*Practice 10*

Write sentences for these words frequently misspelled by graduates of senior high schools. You may put two of the words in one sentence.

losing	scarcely	completely	desirable
tasting	likely	immediately	valuable
hoping	merely	truly	argument
coming	entirely	safety	amusement
using	extremely	ninety	achievement
pursuing	severely	useful	arrangement

## Doubling Final Consonants

A word which has only one syllable or is accented on the last syllable, if it ends in one consonant preceded by one vowel, doubles the final consonant before a suffix beginning with a vowel: *tin, tinny; man, mannish; red, redder, reddest; big, bigger, biggest*. (This rule applies to over three thousand words.)

A word doubles the final consonant if the answer to these three questions is "Yes."

1. Does the word end in one consonant?

2. Does the last syllable have only one vowel?

3. Does the word have either one syllable or the accent on the last syllable?

*stop, stopped, stopping* [1. Yes. *P* is one consonant.  
2. Yes. *O* is one vowel. 3. Yes. *Stop* has only one syllable.]

*drop, dropping, dropped*  
*plan, planning, planned*

*occur, occurring, occurred* [1. Yes. *R* is one consonant.  
2. Yes. *U* is one vowel. 3. Yes. *Occur'* has the accent on the last syllable.]

*control, controlling, controlled*  
*transfer, transferring, transferred*

*offer, offering, offered* [1. Yes. *R* is one consonant.  
2. Yes. *E* is one vowel. 3. No. The accent is not on the last syllable. The rule does not apply.]

*suffer, suffering, suffered*  
*open, opening, opened*  
*differ, differing, differed*  
*benefit, benefiting, benefited*

*shine, shining* [1. No. *E* is not a consonant. The rule does not apply.]

*dine, dining, dined*



**Practice 11**

Write the *ing* and *ed* form of the following verbs:

drag	clip	ship	commit
grab	wrap	refer	permit
stir	can	defer	submit
slam	hum	prefer	equip
step	beg	omit	compel

Notice these doubles:

run <b>nn</b> ing	swim <b>mm</b> ing	get <b>tt</b> ing	occu <b>rr</b> ence
put <b>tt</b> ing	dig <b>gg</b> ing	forgo <b>tt</b> en	begin <b>nn</b> ing
sit <b>tt</b> ing			

Two *exceptions* to the rule are *preference* and *reference*.

**New York State Spelling List for the Eighth Grade**

absolutely	aisle	appreciating
academy	algebra	appreciation
acceptance	allege	
accommodate		arrangement
accompanying	allotment	artificial
	amendment	assign
acquaintance	amusement	assigned
acquire	analysis	assignment
actually	analyze	
administrator		assistance
advertised	anniversary	assistant
	annually	associate
advertisement	anticipate	associated
advisable	anticipating	assume
aeroplane	apparatus	
affectionately		athletic
affidavit		athletics
	appearance	attendance
agricultural	appreciate	authority
airplane	appreciated	aviator

awfully	Chautauqua	co-operative
ballot	choir	cordially
banana		corporation
baptize	Christian	correspond
basis	civics	correspondence
	client	
bass	clothe	correspondent
bathe	coarse	council
believing		courteous
benefit		criminal
bonus	colonel	criticism
	commission	
bouquet	commissioner	
brakeman	committee	crochet
breathe	communication	crocheting
bruise		customary
bulletin	community	decision
	completely	definite
bureau	compliment	
burglar	confer	definitely
calendar	confirm	demonstrated
campaign		demonstration
candidacy	confirmation	dictionary
	congratulate	diploma
candidate	congratulation	
canvass	consequence	directory
capacity	consequently	disappear
career		disappoint
carnival	conservatory	disappointed
	considerably	disappoint-
catalogue ( <i>or</i>	constantly	ment
catalog)	consultation	
celebration	continually	discover
celery		discussion
cemetery		disease
certificate	continuously	distribution
	convenience	doesn't
	convenient	
changeable	co-operating	efficiency
characteristic	co-operation	efficient
chauffeur		

electricity	financial	kindergarten
emergency	formula	label
employee ( <i>or</i> employee)	fundamental	lead
emptied	geometry	league
enormous	good-by ( <i>or</i> good-bye)	legislation
enthusiasm	graduating	leisure
enthusiastic	grateful	librarian
equipped		license ( <i>or</i> licence)
ere	grippe	lose
especially	guarantee	losing
essential	guaranteed	magazine
esteemed	guardian	materially
evergreen	hastily	
	height	maturity
examiner	herald	mechanical
excellent	heretofore	merely
exceptional	hyphen	merit
exceptionally	illustrate	metal
excitement		
	immediate	meter
exclusively	immediately	molasses
execute	immense	mortgage
executed	independence	museum
executive	independent	musician
exhaust		
	individual	naturally
exhausted	inducement	necessary
exhibit	inquiry	necessity
exhibition	insect	nickel
extension	installment ( <i>or</i> instalment)	niece
extremely		
	interfere	ninety
facilities	jewelry	notary
familiar	judgment ( <i>or</i> judgement)	notify
fender		numerous
		occasion

occasionally	privilege	science
occurred	probably	scientific
opera	professional	screen
opportunity		seize
opposite	professor	semester
	prosperity	
organization	publication	sense
organize	quantities	separate
original	quantity	session
originally		shepherd
particularly	readily	similar
	receipt	
patron	received	sincerely
peculiar	recipe	skeleton
permanent	recommend	sleeve
personally		slipped
physical	recommenda- tion	soliciting
	referred	
physician	referring	solo
plane	registration	specially
planned	regretting	specification
planning		statue
pneumonia	relieved	straighten
	remembrance	
politician	remittance	straightened
possess	renewal	succeeded
possibility	representative	successful
practical		sufficient
practically	requirements	superintendent
	resource	
practicing ( <i>or</i> practising)	response	supervisor
precious	responsibility	surgery
preliminary	restaurant	sympathy
preparation		talent
presence	revolutionary	tariff
	rheumatism	
	safety	temperature
principle	satisfactorily	tenor
prior	schedule	testimony

thorough	treasure	vegetable
thoroughly	unnecessary	welfare
	unusual	whether
timothy		
traveler ( <i>or</i>	unusually	
traveller)	variety	

### Spelling Demons for the Junior High School <sup>1</sup>

to	beautiful	receive
yours	connection	their
*receipt	*acquaintance	attention
too		truly
received	bills	*sincerely
	certificate	
no	disposition	enclosed
*No.	*grateful	whether
believe	finally	*correspond-
there		ence
*convenient	*based	enclosing
	stopped	regarding
	consideration	
*sufficient	exactly	*referred
*literature	least	really
beginning		writing
*clothes	*community	*acknowledge
isn't	its	*convenience
	*necessary	
maybe	business	*original
*co-operation	appreciate	*memorandum
ought		*separate
paid	*probably	further
mamma	course	weeks
	*opportunity	
arrange	or	*especially
approval	*remittance	*judgment

\* The hardest words are starred. They are missed by at least 25 per cent of eighth-grade pupils.

<sup>1</sup> The first 250 words of a list prepared by the Department of Superintendence and published in the *Fifth Yearbook*, pages 116-118.

haven't	college	bit
past	different	item
*committee	similar	whole
	men	
*catalog	items	*mortgage
forward		particularly
satisfactory	*excellent	*prior
expect	surprised	does
reference	written	allowed
	freight	
*canceled	concerning	*naturally
coming		*possibility
feel	*personally	*mutual
shipped	*satisfactorily	shipping
*doesn't	*cancel	obliged
	*communica-	
together	tion	mentioned
*inquiry	*inconvenience	customers
certainly		perhaps
waste	weather	seem
these	equipment	using
	*edition	
*definite	tomorrow	accept
department	though	prices
great		returned
*courtesy	*privilege	during
assure	knew	organization
	seems	
shipment	advertising	general
right	recent	complete
future		*semester
advise	customer	character
*sense	guess	addressed
	enough	
invoice	effect	need
usual	*American	sorry
*disappointed		purchase
statement	*bulletin	decide
awful	*awfully	regret

assume	*representa- tives	*disappoint
*bearing		*necessarily
*all right	*opportunities	suggestions
*necessity		
purpose	*considerably	vacation
	crowd	*accommodate
shown	foreign	*acceptable
certain	stating	dearest
although	advised	instructions
met	appears	
*exceedingly	wait	heart
	often	comes
*appreciation	*occurred	society
won't	terrible	success
knowledge		volume
terms	later	
*affectionately	*omitted	credited
	months	concerned
remember	accordingly	possible
promptly	purchased	additional
supply	advice	writer
insurance	situation	
*criticism	*regretting	material
	oh	*government
suppose	*existence	immediate
actually		copy
indeed	*partial	find
circumstances	already	
handling	Wednesday	*arrangements
	speech	appreciated
beg	almost	following
*executive	loss	quite
records	library	regard

### *Mastery Tests 12A and 12B*

For Mastery Tests 12A and 12B your teacher will select words or sentences from this unit.

## APPENDIX

### CONJUGATION OF *TO BE*

#### PRINCIPAL PARTS

*Present:* am

*Past:* was

*Past Participle:* been

#### INDICATIVE MOOD

##### *Present Tense*

##### SINGULAR

1. I am
2. you are
3. he is

##### PLURAL

we are  
you are  
they are

##### *Past Tense*

1. I was
2. you were
3. he was

we were  
you were  
they were

##### *Future Tense*

1. I shall be
2. you will be
3. he will be

we shall be  
you will be  
they will be

##### *Present Perfect Tense*

1. I have been
2. you have been
3. he has been

we have been  
you have been  
they have been

##### *Past Perfect Tense*

1. I had been
2. you had been
3. he had been

we had been  
you had been  
they had been

##### *Future Perfect Tense*

1. I shall have been
2. you will have been
3. he will have been

we shall have been  
you will have been  
they will have been



CONJUGATION OF *TO SEE*

## PRINCIPAL PARTS

*Present:* see      *Past:* saw      *Past Participle:* seen

## INDICATIVE MOOD

*Active Voice**Passive Voice**Present Tense*

SINGULAR	PLURAL	SINGULAR	PLURAL
1. I see	we see	I am seen	we are seen
2. you see	you see	you are seen	you are seen
3. he sees	they see	he is seen	they are seen

*Past Tense*

1. I saw	we saw	I was seen	we were seen
2. you saw	you saw	you were seen	you were seen
3. he saw	they saw	he was seen	they were seen

*Future Tense*

1. I shall see	we shall see	I shall be seen	we shall be seen
2. you will see	you will see	you will be seen	you will be seen
3. he will see	they will see	he will be seen	they will be seen

*Present Perfect Tense*

1. I have seen	we have seen	I have been seen	we have been seen
2. you have seen	you have seen	you have been seen	you have been seen
3. he has seen	they have seen	he has been seen	they have been seen

*Past Perfect Tense*

1. I had seen	we had seen	I had been seen	we had been seen
2. you had seen	you had seen	you had been seen	you had been seen
3. he had seen	they had seen	he had been seen	they had been seen

*Future Perfect Tense*

SINGULAR		PLURAL	
1. I shall have	seen	we shall have	seen
2. you will have	seen	you will have	seen
3. he will have	seen	they will have	seen

SINGULAR		PLURAL	
I shall have	been seen	we shall have	been seen
you will have	been seen	you will have	been seen
he will have	been seen	they will have	been seen



## INDEX

- A, an*, 327  
 Abbreviations, 93, 95, 166, 168, 326, 332, 401, 402  
 Acceptance, notes of, 101, 102  
 Active voice, 301-304  
 Activities, class club, 45-59  
 Address, direct, 332  
 Address, of letter, 94, 163, 166; of envelope, 95, 170; return address, 95, 170, 171  
 Addresses and dates, punctuation of, 334  
 Adjective clause, 347-356; relative pronouns in, 348-349, 354-356, 367  
 Adjectives, 237, 238, 305-311, 347, 357, 407; with intransitive verb, 297-298; comparison of, 305, 306; use of comparative and superlative, 306-308; confusion with adverb, 308-310; predicate, 309; proper, 326  
 Adverb, 227, 237-238, 308-310, 356-358, 385; introductory, 227, 238, 285; confusion with adjectives, 308-310  
 Adverb clause, 356-363; how to recognize, 358-360; punctuation of, 360  
 Advertisements, answering, 173-174  
 Agreement, of pronoun with antecedent, 260-261, 354; of verb and subject, 284-294  
 Alcott, Louisa M., 191  
*America in the Making*, 116  
*Among, between*, 311  
*An, a*, 327  
*And*, 241-243, 289, 327, 373; overuse of, 192, 319, 334, 387, 390-392; in compound subject, 289; in compound sentences, 335-336  
 Answering questions, 113-117  
 Antecedent of pronoun, 260-261, 348, 354  
 Antonyms, 411  
 Anybody, 261, 290  
 Anyone, 261, 290  
 Apostrophe, 246-248, 249, 256, 338, 425  
*Appear*, 297, 309  
 Application, personal, 17-19, 216-218; letters of, 174-177, 421; for a library card, 215-216  
 Appositive, 363, 393-395; punctuation of, 332  
 Article, 327  
*As, like*, 314  
*At, in, to*, 312  
 Auxiliaries (called "helpers"), 222, 235, 302  
*Back of, behind*, 311  
*Be*, 222, 235, 296; predicate adjective after, 309; conjugation of, 437  
*Because, being that*, 315  
*Become*, 297, 309  
*Behind, back of*, 311  
*Being that, because*, 315  
 Better sentences, 350-354, 382-397; crossing out unnecessary words, 318-321; variety, 382-384; something other than adjectives before the subject, 384-386; complex sentences, 386-388; rambling sentences, 389; reducing a clause to a phrase or word, 391-392; compound predicate, 392-393; appositive, 393-394; direct quotations, 395-396  
*Between, among*, 311  
 Biography, books of, 153-155  
 Block style, 164, 166, 167, 170, 171  
 Body of a letter, social, 92, 97, 98; business, 163, 168  
 Book notes, 199-200  
 Book report, 149-156  
 Books, lists of novels, 129, 153, 155; biography, 153-155; reference, 197, 200-207

- Bring, take*, 415  
*Building a Camp Fire*, 71  
 Building complex sentences, 347-364; adjective clause, 347-356; adverb clause, 356-363; noun clause, 363-364  
 Building paragraphs, 74  
 Business forms, 208-218  
 Business letter, 162-180; parts, 163-170; envelope, 170-171; advertisement, 173-174; application, 174-178; school business, 179-180  
 Business meetings, 45-52  
*But*, 241, 373; overuse of, 192; in compound sentences, 335-336  
*By*, 312  
 By-laws and constitution, making, 48-51  
  
*Camping Hints*, 117  
*Can, may*, 222, 281, 282  
 Capitalization, 325-330, 337, 373, 378, 395; outline, 67; letters, 94, 163, 168; composition title, 327  
*Capitol, capital*, 415  
 Card catalog, 197-199  
 Cards, correspondence, 100; school registration, 213, 214; record, 214-218; application for a library card, 215-216; application for a position card, 216-218; author, 198; cross reference, 198; subject, 198; title, 198  
 Carpenter and Wood, 72  
 Cartoons, 22, 74, 197, 222, 229, 230, 246, 254, 255, 265, 273, 382, 389  
 Case, 246-251, 339, 425; of pronouns, 253-260; objective, 254; nominative, 254, 300; possessive, 246, 256  
 Catalog, card, 197-199  
 Chadsey, Weinberg, and Miller, 116  
*Cheap*, 309  
 Checks and deposit slips, 210-211  
*Chocolate Fudge*, 79  
 Class club activities, 45-59; making a constitution, 48-51; presiding at meetings, 51; keeping minutes, 51-52; group discussion, 52-56; programs, 56-58; introducing, presenting, 58-59  
 Class criticism, 141-142  
 Clause, 347-365, 367, 373; principal, 335-336, 357, 361, 367-369, 373-378; subordinate, 347-360, 367, 371-373; adjective, 347-356; adverb, 356-363; noun, 363-364; reducing to a phrase or word, 391, 392  
*Clear*, 309  
 Clearness, in speech, 6, 7, 53, 138-140, 422; in giving directions, and explaining, 62, 79; in letters, 95, 162, 168, 174; in telegrams, 208; in checks and deposit slips, 210, 211  
 Climax of a story, 39  
 Colon after salutation of a letter, 167, 335  
 Comma, 332-335; direct address, 332; appositive, 332; words in a series, 334; addresses and dates, 334; parenthetical expressions, 334; numbers, 335; *yes* and *no*, 335; in compound sentences, 335, 336; direct quotation, 336, 337; in adverb clause, 360; salutation and complimentary close of letter, 93, 94, 166, 168, 335  
 Comma sentence, 373-381  
 Comparative degree, of adjectives, 305-308; use, 306, 307  
 Comparison of adjectives, 305-306  
 Complex sentences, 347-364, 387-388, 390; adjective clauses, 347-356; adverb clauses, 356-363; noun clauses, 363-364  
 Complimentary close, social letter, 92, 94, 328, 335; business letter, 163, 168, 169, 335  
 Compound predicate, 229-230, 392-393  
 Compound sentences, 335-336, 388, 392  
 Compound subject, 229-230, 288, 289  
*Concord Hymn*, 125  
*Conductor, The*, 191  
 Conferences and interviews, 157-159

- Congratulations and sympathy, 104  
 Conjugations, 271, 272; of *to be*, 437; of *to see*, 438  
 Conjunctions, 241-245, 314-316, 327; correlative, 241, 243; confusion with preposition, 314; in compound sentences, 335-336, 373; subordinate, 358  
 Constitution and by-laws, making a, 48-51  
 Contractions, 23-25, 256, 288, 338, 339  
 Conversation, in stories, 23; suggestions for writing, 23-25  
 Conversing, 3-20; listening, 12-14; making introductions, 15, 16; sales talks, 16, 17; personal application, 17-19  
 Convincing, 134-135  
*Corner of the Park, A*, 187  
 Correct adjectives, adverbs, prepositions, and conjunctions, 305-317  
 Correct pronouns, 252-263  
 Correct verbs, 265-271  
 Correlative conjunctions, 241, 243  
 Correspondence cards, 100  
*Could, can*, 222  
 Courtesy, 12-16, 18, 54, 135-136, 168, 179  
*Cowcatcher, The*, 344  
 Criticism, class, 141; individual, 142  
 Cross references, 198, 201; cards, 198  
 Current events, 159-160  
  
*Dandelions*, 145  
*Dark Passage, The*, 194  
 Dates and addresses, punctuation of, 334  
 Debating, 136-137  
 Declarative sentence, 322, 332  
*Deep*, 309  
 Definitions, 84, 85, 205  
 Demonstration, explaining by, 78-81  
 Dependent clause. See *Subordinate clause*  
 Deposit slips and checks, 210-211  
 Derivatives, 404  
 Describing, 181-196  
 Descriptive words, 184-186, 192-195  
*Desert, dessert*, 416  
 Details, emphasizing, 146-148; in description, 190-196  
 Dickens, Charles, 186  
 Dictation, 341-345; how to prepare, 341; rules, 342  
 Dictionary, 113, 197; abridged, 202-206, 402-409; biographical, 206  
*Different from*, 313  
 Direct object. See *Object*.  
 Direct quotations, 336-338, 367, 395-397  
 Directing and explaining, 60-88  
 Directions, accuracy in, 60-62; asking for and giving clearly, 62-65  
*Discover, invent*, 416  
 Discussion, 52-56  
*Do*, 222  
*Do You Fear the Wind?* 125  
*Doesn't*, 285, 288  
 Double subject, 318, 320  
 Doubling, 429  
 Drawing conclusions in reading, 119-122  
  
*Each*, 261, 290  
*Earning a Bicycle*, 24  
*Edison*, 344  
*Either*, 241, 261, 290  
 Elliot and Forbush, 82  
 Emerson, Ralph Waldo, 125  
 Encyclopedias, 113, 200-202  
 Enunciating, 7-10, 140, 142  
 Envelope, 99; how addressed, 95, 96, 170, 171  
 Error box, 20  
*Every, everybody, everyone*, 261, 290  
 Exclamation point, 336, 339  
 Expanding words or phrases into clauses, 350-351  
 Experiences, telling, 34-38; sharing, 148-161  
 Explaining, 60-88; asking and giving directions, 62-65; outlining, 66-73; building paragraphs, 74-78; by demonstration, 78-81; giving a definition, 84-86; proverbs, 86

- Expletive, 227, 285  
 Expressing an idea clearly, concisely, completely, 318-324  
 Expressing opinions and giving reasons, 127-137; expressing opinions, 127-129; giving reasons, 129-131; persuading, 131-134; convincing, 134, 135; being courteous, 135-136; debating, 136-137
- Fast*, 309  
*Feel*, 297, 309  
 Figures, plural of, 339  
 Filling out printed forms, 208-218  
*Find*, *A*, 36  
 Folding a letter, 99, 170  
 Friendly letter. See *Social letter*  
*From*, *off*, 311  
 Future perfect tense, 267  
 Future tense, 265-267
- Games, 11, 190  
 Garland, Hamlin, 125  
 Genitive case. See *Possessive case*  
*Get*, 416  
 Giving reasons, 129-131  
 Gow, Charles R., 123  
 Grammar, 10, 23, 24, 221-324, 347-397; subject, predicate, parts of speech, 221-245; possessive of nouns, 246-251; pronouns, 252-263; correct verbs, 265-304; correct adjectives, adverbs, prepositions, conjunctions, 305-317; expressing an idea clearly, 318-324; complex sentences, 347-364; sentence sense, 365-381; better sentences, 382-397  
 Greeting of letter, 92, 93, 163, 167, 328, 335  
*Grow*, 297, 309  
 Guiterman, Arthur, 182
- Habits, 291  
*Hard*, 309  
 Harper, Theodore, 151  
*Have*, 222  
 Heading of letter, 92, 93, 163, 165, 166  
*Healthful*, *healthy*, 416
- He Got the News*, 39  
 Henry, O., 31  
*High*, 309  
 Homonyms, 412, 413  
*Hornet's Nest*, *The*, 386  
*How to Make Baking-Powder Biscuits*, 77  
*Human Engineering*, 123
- If You Are Lost in the Woods*, 61  
*Ill*, 309  
 Imagination, 38-44  
 Imperative sentence, 224, 332  
*In*, *into*, 311  
 Indefinite article. See *A*, *an*  
 Indention, 67, 98, 168, 343  
 Independent clause. See *Principal clause*  
 Index, 201-202  
*Indian Children Learn Forest Ways*, 115  
 Indicative mood, 272, 437, 438  
 Indirect object, 254, 255  
 Indirect quotation, 395  
 Informal notes, 100-105; school, 105-106  
 Initials, period after, 332  
 Ink, 98, 100, 210  
 Inside address, 166, 167  
 Interjection, 242  
 Interrogation point, 340  
 Interrogative sentence, 223, 224, 235  
*Interviewing Dr. Stefansson*, 158  
 Interviews and conferences, 157-159  
 Intransitive verbs, 294-297, 302-303  
 Introducing, presenting, 58-59  
 Introductions, 15, 16  
 Introductory adverb, 227, 238, 285  
 Introductory clause, 360  
*Invent*, *discover*, 416  
 Inverted order, 226-227  
 Invitation and reply, notes of, 101-103  
 Irregular verbs, 272-281  
 Irving, Washington, 124  
*Is*. See *Be*
- Jack London as a Musician*, 334  
 Jaeger, Ellsworth, 119

- Kick-the-Stick*, 82  
*Know Your Government*, 133  
*Lay, lie*, 278-280  
*Lead, led*, 416  
*Leave, let*, 416  
*Let Cleveland Have His Way*, 344  
 Letters, plural of, 339  
 Letters, social, 89-110, 328, 335, 421; business, 162-180, 328, 421  
 Library, 197-207  
*Lie, lay*, 278-280  
*Like, as*, 314  
*Like, love*, 416  
 Lincoln, Abraham, 22  
 Linking verb, 297-298  
*Listen*, 319  
 Listening, 3, 10-15, 53, 74  
 Lists of books, 129, 153-155  
*Little Lost Pup*, 182  
 Littler, Norman, 118  
*Long*, 309  
*Long Evening at Home Alone, A —*  
     *Noises*, 236  
*Look*, 297, 309  
*Loose, lose*, 416  
*Loud*, 309  
  
*Making a Will*, 83  
 Making others see, 181-196; pictures, 181-184; descriptive words, 184-186; observing, 187-188; training the senses, 188-190; choosing details, 190-195  
 Making reports and sharing experiences, 138-161; making reports, 138-148; sharing experiences, 148-159; book reports, 150-156; motion pictures, 156; interviews, 157-159; reporting the news, 159-161  
 Malkus, Alida Sims, 27  
*Many a*, 261, 290  
 Margin, 342; letter, 93, 94, 98, 165, 169, 211  
*May, can*, 222, 281, 282  
*May Day Customs in Different Lands*, 71  
 McNair, J. B., 68  
 Meetings, business, 45-52  
*Might*, 222  
 Minutes of meetings, 51-52  
  
 Modifiers, 225, 237-240, 286, 305-315, 347-363; misplaced, 322-324  
 Money orders, 210  
 Mood, indicative, 272, 437, 438  
*Most Exciting Ride, My*, 376  
 Motion pictures, 156-157  
 Motions, 52  
  
 Natural order, 224, 226  
*Neither*, 241, 261, 290  
 News, letter of, 99-100; reporting, 159-161  
 Newspaper, reading, 112-113; oral, 159; class, 160  
 Night letter, 209  
*No, yes*, punctuation of, 335  
*Nobody, no one*, 261, 290  
 Nominative, predicate, 298-301, 363, 385  
 Nominative case, 254, 300  
*Nor*, 290, 335, 373  
 Notes, informal, 100-107; on books, 199-200  
 Noun clauses, 363-364; uses of, 363  
 Nouns, 232, 240, 297, 298, 348, 357, 363-364, 407-408; capitalization of proper nouns, 326-327; possessive form, 246-251, 339, 425  
 Novels, list of, 129, 153, 154  
*Now*, 319, 334  
 Number, of pronouns, 261; of verbs, 284-294  
 Numbers, punctuation of, 335  
  
 Object, of verb, 254-255, 257, 295-296, 355, 363; of preposition, 240, 255, 259; indirect, 254  
 Observing, 145-146, 187-188  
*Off, from, off of*, 311  
 Omissions, incorrect, 321-322, 342  
*On My Uncle's Farm*, 248  
*One*, 261, 290  
*Open Road for Boys, The*, 117  
 Opinions, expressing, 127-137  
*Or*, 241, 242, 290, 327, 335, 373  
 Order, natural, 224, 226; inverted, 226, 227  
 Outlining, 66-73  
 Overworked words, 10, 190, 387, 390, 413-414



- Packrat, the Trader*, 119  
 Paper, letter, 98, 100; of business letter, 170, 174  
 Paragraphs, 168, 314, 318; building, 74-78  
 Parenthetical expressions, punctuation of, 334  
 Parliamentary procedure, 48-52  
 Participle, 272-278, 322, 437, 438  
 Parts of speech, 204; recognition of, 221, 231-245; same word as different, 242  
 Passive voice, 301-304  
 Past participle, 272-278  
 Past perfect tense, 267, 269  
 Past tense, 265, 266, 267, 269, 272-278  
 Perfect tenses, 266-268  
 Period, 337, 369-370, 373-374, 378; after a declarative or imperative sentence, 332; after abbreviations and initials, 332  
*Person, a*, 261, 290  
 Person of verbs, 284  
 Personal pronouns, 252-260; as subject, 288, 289  
 Persuading, 131-134  
 Phrase, 366, 367; prepositional, 240, 241, 286, 360; misplaced, 323; expanding into clauses, 350-351  
*Physiology and Health*, 117  
 Picture words, 181-184, 192-196  
*Poison Ivy*, 68  
 Positive degree, 305-308  
 Possessive case, of nouns, 246-251, 425; of personal pronouns, 252-260; punctuation of, 339  
 Posture, 139  
 Predicate, 347, 366-367; auxiliaries, 222; simple, 222-223; complete, 226-228; compound, 229-230, 392-393  
 Predicate adjective, 309  
 Predicate nominative, 298-301, 363, 385  
 Prefixes, 404-406  
 Preposition, 240-241, 327; object of, 255; correct, 311-314; confusion with conjunction, 314-316; useless, 318-321  
 Prepositional phrase, 240-241, 286, 360  
 Present perfect tense, 266, 267, 269, 273, 275  
 Present tense, 265, 266, 267, 272, 278  
 Presenting, introducing, 58-59  
 Presiding, 51  
 Principal clause, 335-336, 357, 361, 367-369, 373-378  
 Principal parts of verbs, 205, 272-281, 437  
 Printed forms, filling out, 208-218  
 Programs, 56-58; arranging, 31-34  
 Pronouns, 232-234, 240, 297, 298, 339; correct, 252-263; personal, 252-260, 288-289; relative, 348-349, 354-356, 367  
 Pronunciation, 7-10, 140, 204  
 Proper names, 326-327  
 Proverbs, explaining, 86  
 Punctuation, of sentences, 331-346; of quotations, 336-338; of adverb clauses, 360-361; in letters, 93-94, 166-169  
*Qualifications of a Class President*, 66  
 Question mark, 340  
 Questioning author's ideas, 117-118  
 Questionnaires, filling in, 213-218  
 Questions, punctuation of, 340; answering, 113-117; *shall*, *will*, 281  
*Quick*, 309  
 Quotations, capitalization of, 328, 336-338; direct, 395-397; indirect, 395  
 Radio, 139, 140, 143, 160  
 Reading and summarizing, 111-126; reading the newspaper, 112-113; answering questions, 113-117; questioning the author's ideas, 117-119; drawing conclusions, 119-122; summarizing, 122-126  
 Reasons, giving, 129-131  
 Receipts, 212  
 Record cards, 214-218  
*Red Sorcery*, 27-30  
 Reducing a clause to a phrase or word, 351-352, 391-392  
 Redundance, syntactical, 318-320

- Reference books, 197, 200-207  
 Regret, notes of, 102  
 Relative pronoun, 348-349, 354-356, 367  
 Reports, 138-161; book, 150-156; motion pictures, 156-157; interviews, 157-159; news, 159-161; meetings, 45-48; minutes, 51, 52  
 Retelling stories, 25-31  
 Return address, 95, 170, 171  
*Right*, 309  
 Right word, 398-420  
*Rip Van Winkle*, 124  
 Roots, 405, 406
- Said*, 23  
 Sales talks, 16, 17  
 Salutation of letter, 92, 93, 163, 167, 168, 328, 335  
*Saved*, 41  
*Say*, 319  
 School business, letters of, 179-180  
 School notes, 105-107  
 School subjects, 326  
*See*, 319; conjugation of, 438, 439  
*Seem*, 297, 309  
 Semicolon, 336, 373, 378  
 Senses, training the, 188-190  
 Sentence, definition, 221; topic, 74; subject and predicate, 222-224; simple, 229-230; improving, 318-324; declarative, 322; imperative, 332; exclamatory, 339; interrogative, 340; punctuation of simple, 328, 332-335; punctuation of compound, 335-337; complex, 347-364, 387-388; fragment, 369-373; comma, 373-375; better, 382-397; variety, 382-384; rambling, 389-391  
 Sentence sense, 365-381; sentence fragment, 369-373; comma sentence, 373-381  
 Series, punctuation of, 334  
*Set, sit*, 278-280  
*Shall, will*, 222, 267, 281-282  
 Sharing experiences, 148-161  
 Signature, 92, 94, 163, 169  
 Signs, plural of, 338  
 Silent reading, 111-126  
 Simple predicate, 222-223  
 Simple sentences, 229-230; improved, 318-324; punctuation of, 328, 332-335  
 Simple subject, 223-225, 359  
*Sit, set*, 278-280  
 Slant style, 165, 166, 167, 170, 171  
*Slow*, 309  
*Smell*, 297, 309  
*Snow*, 194  
*Snow-Bound*, 124  
 So, 335, 373; overuse of, 319, 387, 390  
 Social letter, parts of, 92-99; envelope, 95; of news, 99-100; informal notes, 100-104; school notes, 105-107; distant friends, 107-110  
*Somebody, someone*, 261, 290  
*Sound*, 297, 309  
 Speaking, distinctly, 7-10; manner of, 138-143  
 Specific words, 414-415  
 Spelling, 23, 89, 204, 342, 421-436  
*Stationary, stationery*, 417  
*Stay, stop*, 417  
 Stems, 405-406  
 Stories, making up, 38-44; retelling, 25-31; writing true, 34-38; lists of, 34  
 Storytelling, 21-44  
*Student Traffic Officers*, 69  
 Subject, simple, 221-225, 229-230, 284-289, 294-296, 309, 347, 359, 366-367; omitted, 224; complete, 225-226; compound, 229-230, 289, 290; agreement with verb, 284-294; double, 318, 320; something other than adjectives before, 384-385  
 Subordinate clause, 347-364, 367, 368, 371-373  
 Subordinate conjunction, 358, 367  
 Suffixes, 407-408, 426-430  
 Summarizing and reading, 111-126  
 Superlative degree, 305-308  
 Syllabication, 204  
 Sympathy and congratulation, 104, 105  
 Synonyms, 409-410  
 Syntactical redundancy, 318-320

- Take, bring*, 415  
 Talks, sales, 16, 17  
*Taste*, 297, 309  
 Telegrams, 208; night letter, 209  
 Telling stories, 21-44  
 Tennyson, Alfred, 7  
 Tense, 265-278  
 Tests, 20, 59, 96, 171, 221, 231, 245, 250, 264, 282, 292, 315, 325, 330, 331, 345, 365, 380, 398, 400, 417, 419, 436  
 Thanks, notes of, 103  
*That*, 348, 354, 367, 371  
*The*, 327  
*Then*, 319  
*There*, 238; expletive, 227, 285  
 Titles, capitalization of, 327; of books, poems, stories, and compositions, 328, 338  
 Titles, of compositions, how to write, 327  
*To*, at, 312  
*Too*, 238  
 Topic sentence, 74  
 Transitive verbs, 294-297, 302-303  
 Troublesome verbs, 278-284  
 Turner, C. E., 117  
*Two Thanksgiving Day Gentlemen*, 32  
  
 Useless prepositions, 318, 319, 320  
 Using the right word, 398, 420  
  
 Van Dyke, Henry, 109, 110  
 Variety in sentences, 350, 382-384  
 Verbs, 226, 235-237, 265-304, 307-309, 357, 358, 369, 371; direct object of, 254-255, 295-296, 355, 363; indirect object of, 254-255; correct, 265-304; tense, 265-278; conjugation, 271-272, 436-438; principal parts, 205, 272-281, 437; irregular, 272-281; troublesome, 278-284; *set*, *sit*, *lie*, *lay*, 278-280; *shall*, *will*, 281, 282; linking, 297-298; transitive and intransitive, 294-297, 302-303; agreement with subject, 284-294; active and passive, 302-304  
  
*View, The*, 193  
 Vocabulary, 162, 398-409  
*Voice*, 116  
 Voice, 5-10, 25, 139-140; of verbs, 272, 301-304  
  
*Weather*, 72  
*Weathercock*, 82  
*Well*, 309, 319, 334  
*Wet Composition, A*, 194  
*What*, relative pronoun, 354, 355, 367  
*When Mother Was Away*, 35  
*When Stanton Was Angry*, 343  
*Where the World Folds Up at Night*, 123  
*Which*, 348, 354, 367  
*While*, 335, 373  
 White, Stewart Edward, 71  
 Whittier, John Greenleaf, 124  
*Who*, 348, 354-355, 367  
*Who I Am*, 329  
*Who's Who*, 206  
*Why*, 334; misuse of, 319  
*Why Learn?* 132  
*Will, shall*, 222, 267, 281-282  
 Willson, Dixie, 123  
*Windy Island*, 151  
 Word as different parts of speech, 242  
 Wordbuilding, 403-409  
 Words, overworked, 10, 190, 387, 390, 413-414; picture-making, 181-184; descriptive, 184-186, 192-195; omission of unnecessary, 318-321, 351-352, 391, 392; right, 398-420; specific, 414-415; often misused or confused, 415-417  
*World Almanac*, 207  
*Wrong*, 309  
  
*Yes, no*, punctuation of, 335  
*Yet*, 335, 373



DIAGNOSTIC AND MASTERY  
TESTS A AND B

NUMBER	PAGE
1. Subject and Predicate . . . . .	221, 231
2. Parts of Speech . . . . .	231, 245
3. Possessive . . . . .	250
4. Pronouns . . . . .	263
5. Some Troublesome Verbs. . . . .	282
6. Agreement of Verb and Subject . . . . .	292
7. Correct Adjectives, Adverbs, Prepositions, and Conjunctions . . . . .	315
8. Capitalization . . . . .	325, 330
9. Punctuation . . . . .	331, 345
10. Sentence Sense . . . . .	365, 380
11. Correct Words . . . . .	417
12. Spelling . . . . .	436

## Mastery Tests B

1 2 3 4 5 6 7 8 9 10 11 12





**PE 1408 T79 bk.2 c.1**

Tressler, Jacob Cloyd, 18

Junior English in action,  
EDUC



0 0004 4288 983

**A9034**

